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ABSTRACT

This guide is for educators who wish to improve existing curricular frameworks for teaching about world cultures. The guide is anchored by six goal statements for student learning: (1) to begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.); (2) to recognize the part geographic setting and history play in shaping a culture; (3) to understand that change is natural and ongoing and that people are affected in different ways because of their value systems; (4) to understand the interdependence of people, groups, and nations; (5) to develop an awareness of how perspectives differ among individuals and between groups; and (6) to recognize the importance of individual and cultural differences within the context of certain cultural universals. Sample activities, separated by grade level, are organized to correspond to each of the six goals. Resources that teachers might use in conducting the activities also are suggested. Twelve sample lessons and a list of supplemental resources are included. Among the 12 lesson plans are the following: Introducing the Fiction of Other Countries through Folktales: Grades 5-12; Education in Africa; A Simple Chocolate Bar; How Do Others See Us? The Latin American Perspective; and People Are Just People. (DB)

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SO 022 378

WORLD CULTURES

A THEME GUIDE TO K-12 CURRICULAR RESOURCES, ACTIVITIES, AND PROCESSES

Developed by the

Bay Area Global Education Program (BAGEP)

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CREDITS

BAGEP begins each academic year with a summer institute on the Stanford University campus for teachers and curriculum advisers. Throughout the following year BAGEP uses the curricular themes to develop materials and to organize in-service programs around the cultural focus of the summer institute. The 1981-82 institute focused on Asia, the 1982-83 institute focused on Africa, and the 1983-84 institute focused on Latin America.

Bay Area teacher participants who contributed to the theme guide and resource bank for World Cultures during the past three summer institutes include:

Brenda Hepler and Kaye Stryker, Acalanes Union High School District; Karla Daw, Cupertino Union; Marta Kay Banchero, Eastside Union High School; Geraldine Zlataroff, Fairfax Elementary; Lionel Clear and James Pettee, Jefferson Union High School; Marsha Speck, Modesto City Schools; Catherine Mansoor, Sequoia Union High School District; Zita Kennedy and Chris Creighton, Palo Alto Unified; Dolores Vinal, Bill Short, and Ann Marie Sulzbach, Redwood City Elementary; Margaret Beernink, Sacred Heart Preparatory; Robert Drake, Salinas High School; Judith McGovern, San Francisco Unified; Ronda Calef, San Francisco University High School; Joann Ariff, Barbara Conrad, and Roberta Gleeson, San Ramon Valley Unified; Mary Ann Ware, Stockton Unified; Freeman Blake, Art Chapman, and Mike Collins, Tamalpais Union High School; Doni Kobus, University of California at Santa Cruz (1981 Group Co-Facilitator); Kay Sandberg Abe, SPICE/Japan (1981-83 Theme Group Co-Facilitator).

Special thanks are due to Kay Sandberg Abe who provided the leadership which made this theme guide possible. Thanks also to theme guide editors Roberta Gleeson and Vicki Kubler LaBoskey.

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INTRODUCTION TO BAGEP AND THEME GUIDES

The Bay Area Global Education Program (BAGEP), a consortium of the World Affairs Council of Northern California, the Stanford Program on International and Cross-Cultural Education (SPICE), and Global Perspectives in Education, works with local school districts and county education offices in a joint effort to increase student competence in world affairs. Together the resource organizations and schools which make up BAGEP seek to accomplish the following:

a. to develop and adapt new global education materials;
b. to design and implement staff and curriculum development projects;
c. to bring the international resources of the community to bear on school programs; and
d. to provide a forum for exchange of ideas and resources related to a more global curriculum.

Given the wide range of curricular frameworks in the State of California, BAGEP has adopted a thematic approach, thus organizing the task of "globalizing" the curriculum around a limited number of relevant foci. The current themes were chosen as a result of a needs assessment conducted in thirteen San Francisco Bay Area school districts. These themes in no way preclude the possibility of treating other global and cross-cultural topics in the curriculum. Nor are they mutually exclusive; one can identify considerable overlap among the themes.

Among the themes which can be used to improve the global and cross-cultural dimensions of school curricula, BAGEP has chosen the following for initial development:

WORLD CULTURES: Studying and comparing cultures in ways which develop understanding of beliefs, customs, social structures, and the arts, and which help students see themselves and the world from many points of view.

CONTEMPORARY WORLD ISSUES: Learning to view local issues in a global context, to see how world-wide problems affect Americans, to develop techniques for analyzing complex problems, and to work with others to effect solutions.

LANGUAGE: Becoming aware of the many forms of language: silent, symbolic, oral and written; examining the universality of language; discovering the relationship between language and culture; increasing language and cultural awareness by promoting increased foreign language study.

WORLD LITERATURE: Using the richness of world literature in translation to examine universal literary themes; fostering appreciation of a wide variety of oral and written literary traditions; encouraging creative potential.

U.S. HISTORY IN A GLOBAL CONTEXT: Developing a global perspective by studying events in American history from the perspective of other nations, comparing American experiences to those of other countries, and learning how change and conflict have shaped the United States.

UNDERSTANDING OUR CULTURAL DIVERSITY: Improving the student's ability to accept and appreciate people of diverse ethnic backgrounds; clarifying student perceptions of how diversity contributes to American life and to one's ability to deal effectively with world issues.

In order to produce these guides, teachers and curriculum specialists involved in BAGEP first developed goal statements for each theme. Then activities and resources were collected to fit each goal at different grade levels. Their efforts are reproduced here in the form of a "theme guide" which includes a rationale, goal statements, activities by grade level, sample lesson plans, and resource lists. These components will be amended and expanded as BAGEP Summer Institutes explore new curriculum areas.

The BAGEP theme guides are best seen as "tools" which are adaptable to existing curricular concepts and frameworks. They are not intended to be curricula in themselves, nor are they complete units. Rather, they are guides for those who hope to improve existing curricular frameworks utilizing one of the six initial themes.

Again, our primary intention is to provide teachers with a wealth of resources helpful in teaching the six global themes. Comments on this theme guide should be directed to Dr. Judith S. Wooster, Director, Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, California 94305-5013, (415) 723-1114. Any criticism and/or suggestions to improve future editions of this guide would be greatly appreciated.

RATIONALE

In an increasingly interdependent world, the children who will be adults in the 21st century will need an understanding of the human societies that populate the world, in order that they may learn to interact with them more effectively. Socially, politically, and economically, societies have become irreversibly interconnected. The very survival of the planet may, in fact, depend on our ability to work together in solving the problems of the modern era.

Since culture is at the heart of all societies, it is essential that citizens of the 21st century have the skills to understand the concept of culture, to analyze the components which make it up, and to interpret its meaning for them personally and for the world at large. Though no single, universally accepted definition of the word "culture" exists, there is general agreement that it refers to the whole pattern of behavior that is shared by a group (sometimes defined by national borders, but more often by a shared geographical or historical experience). It consists of learned ways of thinking and acting, common to a people, which distinguish them from other people. The products of culture such as clothing, art works, and social institutions, reflect the operating values of that culture.

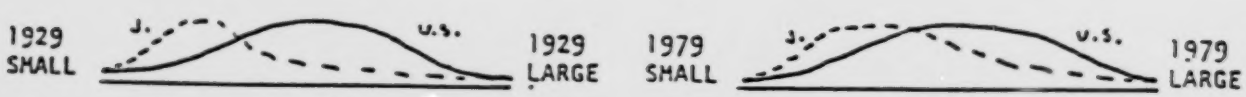
Comparing Cultures

As we examine and compare cultures, we begin to see not only that each culture is unique, but also that certain cultural universals exist which are common to all, such as the work of attending to the physical needs of food, clothing, and shelter, and the aspiration for emotional and spiritual self-expression and interaction. Likewise, we start to realize that although cultures have an extraordinarily powerful ability to endure and resist change, they are also systems which share, adapt, and change in response to the ways in which the surrounding and evolving world impinges upon them.

Finally, we begin to find that the individuals and subgroups within each culture vary in the degree to which they reflect the characteristics of the more general society. Thus, a study of culture can help the student grow in self-knowledge, awareness of the individuality of others, appreciation of the diversity in the world today, and tolerance for the ambiguities and complexities of the human experience.

SUGGESTIONS FOR USE

One tool which has proven useful in making such cross-cultural comparisons is the continuum idea developed by Elgin Heinz, a noted social studies educator and consultant, previously with the San Francisco Unified School District. A continuum can be constructed to represent any aspect of a culture. To dramatize the use of a continuum, two examples have been provided: for the relative body size of Japanese and Americans in 1929, and in 1979.



Such a picture reveals: (1) the same continuum may be applied to any culture, although variability within that range may differ; (2) although certain differences between cultures may continue to exist, change does occur; and (3) individuals within a given culture do vary. In addition, this technique helps prevent polarized thinking and stereotyped generalizations.

THE WORLD CULTURES MODEL

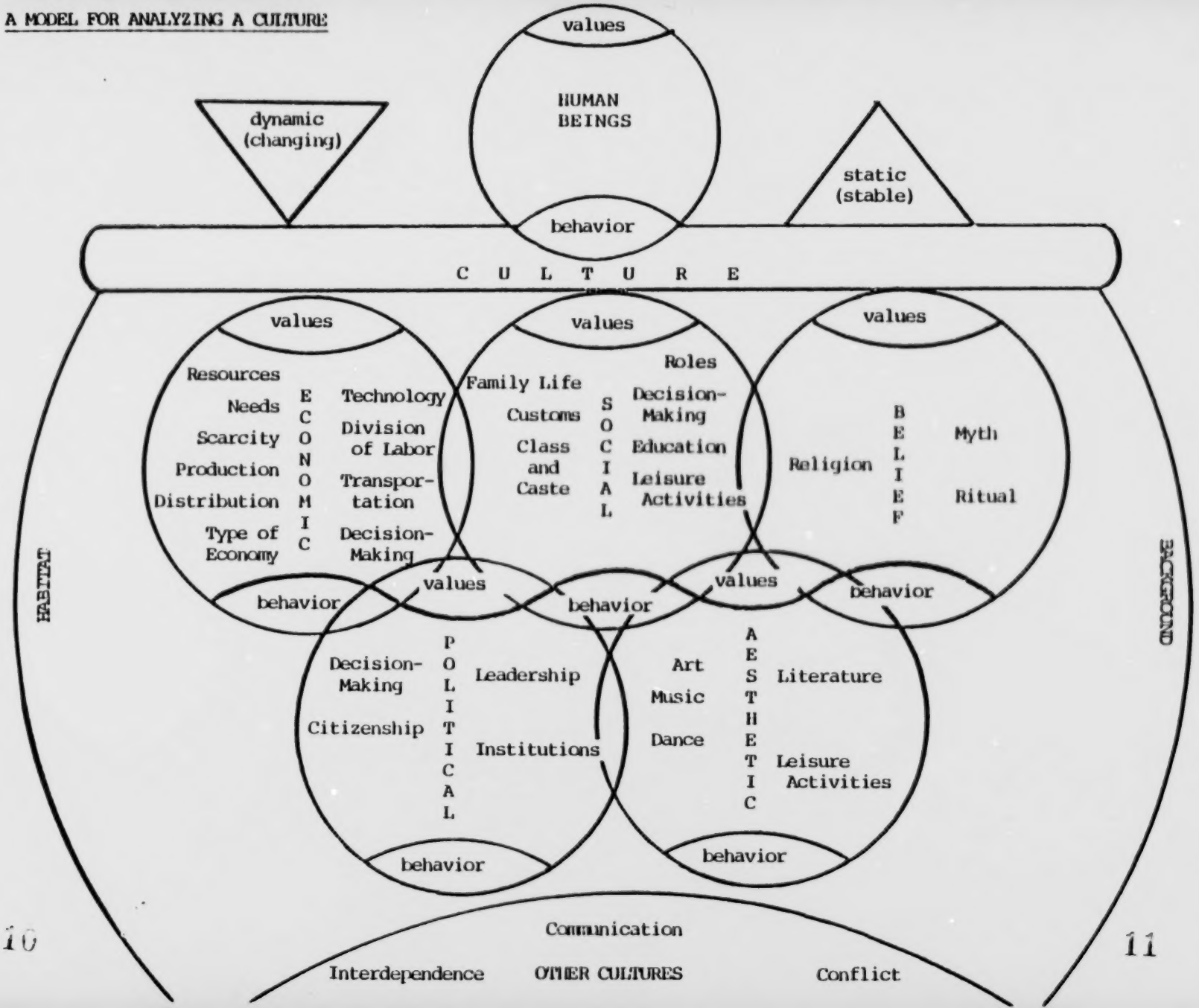
Although the way in which the teacher chooses to address these issues should vary with the age, needs, and interests of the students, we believe that it is also important to have a consistent structure which can be used as a guide in the preparation of lessons and in the selection of instructional materials. On page 8 is a world cultures model which can provide such a framework. The model is not a flowchart, and it is not an outline of content to be "covered". The instructor is not expected to start instruction at any one place on the model or to conclude at any specified point. However, the model does provide a general picture of the important issues and concepts that should be included in any cultural study (in order that none be overlooked): change vs. stability, interdependence, communication, and conflict. It seeks to bring the study of geography and history into the curriculum in a meaningful way — as they are needed to understand how and why a certain culture has developed as it has. Finally, it suggests that study can be focused upon five universal, interlocking components — economic, social, beliefs, political, and aesthetic — particularly as they are manifested in human behavior and cultural values.

To be more specific, a teacher may choose to study one culture in depth — Japan, for example. In this case each one of the thematic "bubbles" would be included in the study through a variety of activities that would, when possible, consider the general issues of change vs. stability, interdependence, communication, and conflict, as they apply to the five themes, with historical and geographic studies being brought in as necessary. Or, a teacher may wish to select one of the cultural universals — economics, for example — and use it as the basis for a comparative study of several different cultures, again focusing upon the general background issues as much as possible.

These are only two examples of how this flexible model may be adapted to the needs of each teacher and each class. Whatever format is used, it is always important to have this clear structure and specific goals in mind and to make sure that all lessons are relevant and applicable. Otherwise there is the danger of merely teaching a series of entertaining, but unrelated activities which do not advance the students' understanding of any fundamental cultural issues.

For instance, the unit could begin with an introductory activity which would set the stage and clarify the goals for the rest of the program. One particularly good example of this is the Attitude Index provided in the SAMPLE LESSONS section at the back of the guide (6.3.4, p. 75-77). With certain adaptations this could be very useful as a pre/post activity for all grade levels. Also, a culminating activity which clarifies the issues and summarizes the content is important. The intermediary lessons should be planned to build upon each other both in terms of expanding cultural ideas and developing skills.

A MODEL FOR ANALYZING A CULTURE



WORLD CULTURES GOALS

To facilitate this process, this World Cultures Theme Guide specifies six major goals (the order of the goals is intentional, but not mandatory):

(1) To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

(2) To recognize the part geographic setting and history play in shaping a culture.

(3) To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

(4) To understand the interdependence of people, groups, and nations.

(5) To develop an awareness of how perspectives differ among individuals and between groups.

(6) To recognize the importance of individual and cultural differences within the context of certain cultural universals.

FORMAT

The matrices which follow offer some SAMPLE ACTIVITIES and RESOURCES for teaching each of the six world cultures goals. It is important to note that:

1. Some SAMPLE ACTIVITIES can reinforce more than one goal. We have placed each where it seemed to be most applicable.

2. The SAMPLE ACTIVITIES are separated by grade level: K-3; 4-6; 7-8; 9-12. Teachers may find some materials listed at one level adaptable to a different level.

3. Where suitable, we have indicated which SAMPLE ACTIVITIES might be particularly useful as an Introductory or Culminating activity.

4. The SAMPLE ACTIVITIES are coded for easy reference with three numbers (e.g. 1.1.1). The first digit refers to the Goal (1-6); the second digit refers to the grade level (K-3 = 1; 4-6 = 2; 7-8 = 3; 9-12 = 4); the third digit refers to the individual activity. For example, 1.1.1 means that this SAMPLE is for Goal #1, for grades K-3 (level 1), and is the first activity in that section.

5. SKILLS have been identified for each activity but form only a partial list. In addition, SKILLS are cross-referenced in a comprehensive list on p. 11. Teachers should make certain that the students possess the necessary prerequisite skills for carrying out each activity.

6. Each RESOURCE listing includes the author and/or the publisher. At least one source for obtaining the materials appears in parentheses. Most of the items cited are available from one of the four main resource banks below:

Center for Teaching International Relations (CTIR)
University of Denver
Denver, Colorado
(303) 753-3106, 2426

Global Perspectives in Education, Inc. (GPE) or GPE (West Coast Office)
218 East 18th Street
New York, New York 10003
(212) 475-0850 (main number)
(212) 228-3860 (orders only)

P.O. Box 9976
Mills College
Oakland, CA 94613
(415) 430-9976, 9977

Stanford Program on International and
Cross-Cultural Education (SPICE)
Littlefield Center, Room 14
300 Lasuen Street
Stanford University
Stanford, California 94305-5013
(415) 723-1114

World Affairs Council (WAC) Schools Program
312 Sutter Street
San Francisco, California 94108
(415) 982-3263 (schools program), 982-2541 (main number)

7. The numbers which follow certain RESOURCE listings — for example, PS #24 — refer to lesson codings used by the resource banks and should be referred to when requesting the materials.

8. After each RESOURCE, we have indicated in parentheses whether the activity can be accomplished in a single lesson (Lesson) or whether a more extensive unit will be required (Unit).

9. Following the matrices are the complete materials for twelve of the SAMPLE ACTIVITIES. These should serve to provide the teacher with a more specific idea of the kinds of lessons that are available. The RESOURCE column indicates which sample lessons have been included by the word SAMPLE at the end of the listing.

10. The RESOURCE column offers samples of the kinds of resources currently available for teaching world cultures. A list of SPICE units appears in Supplemental Resources at the end of the guide. New materials are being developed all the time by the aforementioned resource banks and individual teachers. We encourage you to update this list frequently.

11. Remember that these are SAMPLE ACTIVITIES only. The guide is not meant to be used as a completed world cultures unit. Teachers may either design their own curriculum or integrate certain activities into an already existing program.

WORLD CULTURES SKILLS LIST

(Adapted from California Social Studies Framework)

Accepting diversity
Accepting responsibility
Analyzing * 1.1.1; 1.4.4; 2.4.2; 3.1.3; 3.3.2; 3.3.4; 3.4.3; 4.2.3; 4.4.2; 4.4.4; 5.2.2; 5.3.2; 5.4.2; 6.2.3; 6.3.3; 6.3.4; 6.4.1; 6.4.2; 6.4.4
Analyzing relationships 6.1.4
Appraising 5.3.2
Art 1.1.1; 1.2.1; 1.2.2; 1.2.3; 2.1.2; 3.2.3; 4.1.3; 4.1.4; 6.1.2; 6.2.1; 6.4.1
Art appreciation 5.4.1
Artistic expression
Asking questions
Balancing
Attitude identification 5.4.1
Balancing facts/feelings
Brainstorming 1.4.5; 2.3.2; 5.2.4; 5.3.3; 5.4.3
Building evidence
Categorizing 1.3.3; 3.2.1; 4.1.3; 4.2.1; 5.3.1
Classifying
Clustering 4.1.3
Comparing 1.1.4; 1.4.3; 1.4.5; 2.1.1; 2.2.2; 2.4.2; 3.1.1; 3.2.1; 3.3.1; 3.3.2; 3.3.3; 3.4.1; 4.2.3; 4.3.1; 5.4.2; 6.1.1; 6.1.3; 6.2.3; 6.2.4; 6.3.1; 6.3.3; 6.3.4; 6.4.2; 6.4.4
Compiling/organizing/evaluating information
Communication 5.1.1; 5.1.2; 6.1.3
Contrasting 1.1.4; 1.4.5; 2.1.1; 6.1.3; 6.4.4
Cooperating with others 4.1.1; 4.4.3
Cooperative learning
Cross-cultural comparison 2.3.4; 5.3.4
Dancing 1.1.2
Data collecting 1.1.1; 2.3.2; 2.4.2; 3.2.3; 3.3.3; 4.1.3; 4.3.2; 4.3.4; 4.4.1; 5.3.3; 6.2.2; 6.4.4
Debating 6.4.3
Decision-making
Demonstrating respect
Detecting biases 4.4.4; 5.3.3
Developing concentration
Developing patience
Diagramming
Discussion 1.1.1; 1.2.2; 1.4.2; 1.4.3; 2.4.1; 3.1.3; 3.3.2; 3.3.3; 3.4.2; 3.4.3; 3.4.4; 4.1.1; 4.1.3; 4.1.4; 4.2.3; 4.3.2; 5.2.2; 5.2.4; 6.2.1; 6.4.1; 6.4.3
Drama
Drawing 3.1.3
Drawing conclusions 2.4.1; 3.3.4; 4.1.2; 5.1.3; 6.1.2; 6.3.1; 6.3.2
Examining own feelings/values/capabilities
Extracting information
Evaluating 1.4.2; 4.4.4; 6.3.2; 6.4.1
Following directions 1.2.4; 1.2.5; 4.1.2
Forming generalizations 1.1.4; 5.4.4
Formulating
Giving/receiving constructive criticism
Graphing 1.3.4; 3.4.1; 4.3.4; 4.4.4; 6.4.3
Group dynamics 3.4.2
Group presentation
Group skills 4.3.3; 5.3.1; 5.3.3
Grouping 4.1.2
Handwriting 2.1.2
Hypothesizing 2.3.3; 2.4.3; 5.3.4 6.2.4
Identifying 1.4.1; 1.4.4; 2.3.4; 3.1.1; 3.4.4; 4.1.2; 5.3.1; 5.4.2; 6.1.4
Illustrating 1.1.4
Inferring 2.2.1; 4.3.1
Interpreting 2.3.4; 2.4.1; 2.4.3; 4.2.1; 5.1.1
Interpreting information
Interviewing 3.2.2; 5.2.4; 6.1.3
Justifying 5.3.2
Listening 1.1.2; 1.2.3; 1.3.1; 3.1.2; 3.3.1; 3.4.1; 4.1.4; 5.2.4
Listing 6.1.2
Literary analysis
Locating information
Making choices 5.1.2; 5.3.4.
Making informed judgements
Making value judgements
Map drawing

* The numbers following certain items refer to SAMPLE ACTIVITIES within the matrices which use these skills; e.g., 1.1.1 refers to Goal #1, Level 1,

Map skills 1.2.1; 2.1.2; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.3.1; 2.3.2; 2.4.1; 2.4.2; 2.4.3; 3.2.2; 4.1.1; 4.2.1; 4.3.1; 4.4.2; 4.4.4; 5.3.2; 6.2.1; 6.3.3
Mapping 1.3.4; 2.1.1; 2.3.3
Math 1.1.3; 1.3.2; 2.2.3; 4.1.4; 4.2.3
Measuring 1.1.3; 1.3.2; 2.2.4
Memorizing
Movement 1.1.2; 1.2.4; 1.2.5
Music appreciation
Nature appreciation
Non-verbal language 5.1.1; 6.2.2
Observing 1.3.1; 1.3.2; 2.1.1; 3.1.1; 3.1.3; 3.2.3; 3.3.1; 5.1.3; 6.1.1; 6.2.2; 6.2.4; 6.3.1
Observing critically 5.4.1
Oral language 1.2.3; 3.1.2; 3.2.3; 3.4.1; 6.1.1; 6.3.1
Oral presentation 3.4.2
Outlining
Perception 5.2.3
Photo analyzing 2.2.2; 5.4.3
Priorities-establishing
Problem solving 4.2.2; 4.3.3; 4.4.3
Pronouncing 1.3.3
Questioning
Reading 1.2.2; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 2.1.2; 2.2.3; 2.4.1; 3.2.2; 3.3.3; 3.3.4; 3.4.1; 3.4.3; 3.4.4; 4.1.4; 4.2.1; 4.3.1; 5.2.2; 5.4.1; 5.4.2; 5.4.3; 6.2.3; 6.4.1; 6.4.2; 6.4.4
Reasoning 1.1.3; 5.2.1
Recalling 1.4.1
Relationships 1.3.2
Reporting 5.3.3
Researching 1.4.4; 2.3.2; 3.2.1; 3.2.2; 3.4.2; 3.4.3; 4.2.2; 5.4.3; 6.3.3; 6.4.3
Rewriting
Role-playing 1.3.4; 3.1.2; 6.2.1
Scanning
Science 5.1.3
Selecting 4.2.1
Sequencing
Sharing 4.1.1; 6.1.3
Singing
Solution finding
Sorting 4.1.1
Summarizing 2.2.1
Synthesizing 3.4.4
Tallying 4.1.2
Testing generalizations 1.4.5
Thinking
Thinking-alternative
Thinking-critical 4.4.4; 5.2.1; 5.4.4
Thinking-deductive
Thinking-imaginative
Thinking-inductive
Understanding multiple perspectives 5.4.4
Visual literacy 1.3.4; 2.3.4; 4.3.4; 5.4.4
Visual perception 1.1.3; 2.4.3; 5.1.2
Vocabulary building
Webbing 5.2.4
Writing 2.2.1; 2.3.2; 2.4.1; 3.4.2; 4.1.4; 5.2.3; 5.2.4; 5.4.2; 6.2.3
Writing-creative
Writing-critical
Writing-illustrative
Writing-poetry

* The numbers following certain items refer to SAMPLE ACTIVITIES within the matrices which use these skills; e.g., 1.1.1 refers to Goal #1, Level 1, Activity 1.

REFERENCE LIST OF ACTIVITIES BY CULTURE AREA

China

Grade Level	Activity Number
K-3	1.1.3; 2.1.2; 5.1.2
4-6	1.2.5; 2.2.3
7-8	1.3.1; 6.3.1
9-12	1.4.4; 2.4.3; 4.4.3; 6.4.4

Japan

Grade Level	Activity Number
K-3	1.1.2
4-6	1.2.4; 6.2.4
7-8	2.3.4; 3.3.1; 3.3.4; 4.3.4; 6.3.1
9-12	1.4.3; 5.4.1

Africa

Grade Level	Activity Number
K-3	
4-6	1.2.1; 2.2.4
7-8	1.3.2; 1.3.3; 2.3.1; 3.3.3
9-12	1.4.2; 2.4.1; 6.4.2

Latin America

Grade Level	Activity Number
K-3	1.1.4; 2.1.1;
4-6	1.2.2; 6.2.1
7-8	1.3.4; 2.3.3; 5.3.3
9-12	1.4.5; 3.4.2; 4.4.4; 5.4.4; 6.4.4

Indonesia/Singapore

Grade Level	Activity Number
K-3	
4-6	
7-8	2.3.2; 4.3.1
9-12	2.4.2

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.)

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
1.1.1 Students are asked to bring in examples of signs and symbols or motifs from their local community. Examples can be drawings or the "real thing." Discuss the messages each portrays. Create posters. Further ideas are suggested for follow-up activities. (also 4-12)	data collecting analyzing art discussion	"Pluralistic posters" (lesson) by Edith King from Exploring Communication (GPE) (WAC)
1.1.2 Students learn a traditional Japanese folk dance that is performed during Obon. This dance, called Tanko Bushi or the Coal Miners' Dance, is from Kyushu. Directions and a tape are provided. Other dances are included. (also 4-6)	dancing movement listening	"Tanko Bushi" tape and directions (lesson) (SPICE/Japan)
1.1.3 Children construct a Chinese Lunar Calendar and use it to keep track of time, read fortunes, and play a game of logic. (also 4-6)	math measuring visual perception reasoning	"Chinese lunar calendar and animals" (lesson) by Barbara Schubert and Marlene Bird from Chinese, Reflections and Images. (WAC)
1.1.4 Students draw pictures and write about their ancestors, family, school, and country. They then compare and contrast these with the original art and writing of Mexican children, ages 4-14, as published in Mexico Visto Por Sus Ninos (National Foundation for the Improvement of Education, NFIE, 1979).	illustrating comparing contrasting forming generalizations	"Mexico Por Sus Ninos" (NFIE, 1979) (SPICE) (WAC); "El Mundo por Sus Ninos," by Barbara Schubert, Campbell Union School District (WAC)

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
1.2.1 The student is introduced to one type of African textile printing and hand stamping. Using the maps provided, the class learns where the Asante live. Teacher background material tells about the cloth and the designs. Full directions are given for making the cloth in the classroom. Design samples are included.	map skills art	Adinkra Cloth (unit) by SPICE/Africa (WAC)
1.2.2 Students read and discuss two information sheets on masks. They construct three-dimensional masks of their own. Other follow-up activities are suggested, including writing, dance, and bulletin board display.	reading discussion art	"Mascaras: a teacher's workbook" (lesson) by Bea Carrillo Hocker, The Mexican Museum, San Francisco (SPICE/Latin America)
1.2.3 Class is introduced to the fiction of various countries through folktales. After hearing the tales, the children draw pictures and discuss what they drew and why. After several days of this, the students are given a written folktale to read and discuss. The teacher can then proceed to short stories, novels, etc. (also 7-12)	listening art oral language	"Introducing the fiction of other countries through folktales - grades 5-12" (lesson) by Roberta Gleeson, San Ramon Valley Unified School District (WAC) SAMPLE
1.2.4 Simple stretches and warm-up exercises Japanese children and adults do in the morning and during breaks in the day. The lesson is complete with a manual and cassette tape. (also K-3, 7-8, 9-12)	following directions movement	Radio Exercises (unit) (SPICE/Japan) (WAC)
1.2.5 Simple warm-up exercises performed by many people in China to start the day. Good for breaks during the school day. (also K-3, 7-12)	movement following directions	Chinese Exercises (SPICE/China) (WAC)

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GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
1.3.1 Students will begin to see the complexity of life and the interplay of traditional and contemporary China through a series of slides, activities, discussion questions, and other information that centers around a real family in Guangdong Province. (also 4-6 and 9-12)	listening observing	Contemporary Family Life in Rural China (unit) (SPICE/China) (WAC)
1.3.2 Through slides, students begin to understand the relationship of art, religion, and mathematics. Background material for the teacher as well as slides, transparencies, and fiittos are included. (also 4-6 and 9-12)	observing measuring math relationships	The Mathematics of Islamic Art (unit) Metropolitan Museum of Art (WAC)
1.3.3 Students read or have explained to them the procedures for naming followed by the Akan of Ghana. Several activities for having students rename themselves based upon Akan practices are suggested. (also 9-12)	categorizing pronouncing	"African names: the case of the Akan of Ghana" (lesson) African Studies Program, Curriculum Materials for Teachers, University of Illinois (WAC)
1.3.4 Students explore the changing nature of urban culture by comparing and contrasting slides of housing, nutrition, education, transportation, and recreation. Aspects of culture which create national unity include family life, religion, art, literature, foods and sports. A recipe for cocadas, coconut candy, and ideas on creating a classroom carnival are culminating activities. (also 9-12)	mapping graphing role-playing visual literacy	Contrasting Urban Lifestyles in Brazil (unit) (SPICE/Latin America) (WAC)

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
1.4.1 Students will look at the three monotheistic religions of the Middle East through a variety of materials. A pre-test, slides, symbol cards, and background materials are included in the packet. The slides can be used in a number of ways, as described. (also 7-8)	recalling identifying reading	Monotheistic Religions of the Middle East (unit) Center for Middle Eastern Studies, U.C. Berkeley (WAC)
1.4.2 Students read about three traditions of education in Africa. Suggestions for classroom discussion are provided.	reading discussion evaluating	"Education in Africa" (lesson) African Studies Program, Curriculum Materials for Teachers, University of Illinois (WAC) SAMPLE
1.4.3 Students are presented with the role and images of the Japanese woman through readings and questions. Class discussions may lead to comparison with women in the U.S. and other countries.	reading comparing discussion	Their Place in the Sun: Images of Japanese Women (unit) (SPICE/ Japan) (WAC); "Japan's women wage a quiet revolution," (article) (WAC) JP #24
1.4.4 Students listen to and discuss three folktales concerning the origin of things in China. Several interdisciplinary activities are suggested for extending the ideas about the human condition they have discussed.	identifying reading analyzing researching	"How things came to be" (lesson or unit) (WAC) Ch. #1
1.4.5 Students brainstorm preconceived notions of what Latin American art is. They test these notions with visual literacy activities on six key aesthetic themes found in contemporary Latin American art, as well as contemporary art around the world.	brainstorming testing generalizations comparing contrasting	Latin American Visual Art Today (unit) (SPICE/Latin America) (WAC)

GOAL: #2 To recognize the part geographic setting and history play in shaping a culture.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
2.1.1 Class plots on a map the location of their homes and important neighborhood places. After viewing slides of "Juan's" neighborhood in Guatemala, students discuss how Juan's neighborhood is similar to and different from their own. (Introductory)	mapping observing comparing contrasting	"Donde vives?/Where do you live?" (lesson) by Bob Drake, Salinas High School District (WAC); Rio Blanco: Land Use in a Highland Guatemalan Village (unit) (SPICE/Latin America) (WAC)
2.1.2 Students engage in several activities on many aspects of Chinese culture. Included are mapping activities where the students locate important places on a map of China and a story on the history of the silkworm with an accompanying art project. Other lessons include calligraphy, Chinese New Year and Chinese cooking.	map skills art handwriting reading	"Peeking into China" (unit) by Penny Rix, San Ramon USD (WAC)

GOAL: #2 To recognize the part geographic setting and history play in shaping a culture.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
2.2.1 Students read a play about Magellan and follow the route he used. The class begins to understand that people from diverse cultures sought trade routes and, in doing so, left their legacies to the New World. Written assignments follow.	map skills writing inferring summarizing	"West to the Indies" (lesson) by Doris Brown, San Mateo City School District (WAC)
2.2.2 Students study and compare different maps of the world paying particular attention to the differing world views they may represent. Then the class studies the geographic features of its community and compares it with similar geographic regions of the world, discussing the implications of similarities and differences. Follow-up activities are suggested. (also 7-8)	map skills comparing photo analyzing	"World/Community geographic settings" (lesson or unit) by Marsha Speck (WAC) SAMPLE
2.2.3 Through use of maps and reading a Chinese folktale, students learn the names and locations of several major Chinese cities and geographical features. The traditional examination system is presented and several follow-up activities are suggested. Note that several Japanese stories are also included.	map skills math reading	"The grateful snake" (lesson) from The Rabbit in the Moon: Folktales from China and Japan (unit) (SPICE/China and Japan) (WAC)
2.2.4 Students make cookies in the shape of Africa (supplementary activities suggest making cookies of California and the U.S. also for purposes of comparison). While cookies are baking, the class studies (or reviews) a map of Africa focusing upon desired information, e.g., the location of specific countries or geographical regions. Using tubes of frosting, raisins, nuts, etc. they fill in the map cookies appropriately. (also K-3) (Introductory or Culminating)	map skills measuring	"Eating your way through Africa" (lesson) by Barbara Schubert, Campbell Union School District (WAC)

AL: #2 To recognize the part that geographic setting and history play in shaping a culture.

VEL: 7-8

TIVITIES	SKILLS	RESOURCES
3.1 Students are provided with a sheet listing job openings the International Communications Agency for 1979-80. They e to locate on a map of Africa the country given for each st.	map skills	"Job openings" (lesson) (WAC) Af #15
3.2 Through a series of lessons including mapwork, ainstorming, research and essay writing, students increase eir understanding of the elements involved in the development a nation. Singapore, Indonesia, and the U.S. are used as e basis for comparison, although other countries can be bstituted. (also 9-12)	map skills brainstorming researching writing data collecting	What Does It Take to Make a Nation? (unit) by Nancy Van Ravenswaay, Reed Union Elementary District; Jean Mundell and Carolyn Long, Palo Alto Unified School District (BAGEP/Singapore-Indonesia Curriculum Project) (WAC) GS #86
.3.3 Students fill in a skeletal land use map of a Guatemalan illage as they view a series of slides. As they proceed, udents discuss questions concerning the physical aspects of e rural village (homes, markets, gardens, schools, churches, linics, and sports fields). (also 4-6 and 9-12) Introductory)	mapping hypothesizing	Rio Blanco: Land Use in a Highland Guatemalan Village (unit) (SPICE/Latin America) (WAC)
.3.4 Students learn principles of location geography through exploration of Japanese castles and the towns that grew up ound them by using an inquiry-based slide show. Feudalism d its class structure are also explored. A maze activity garding life in a castle town completes the unit. (also -12)	cross-cultural comparison identifying interpreting visual literacy	Castle Towns: An Introduction to Tokugawa Japan (unit) (SPICE/Japan) (WAC)

GOAL: #2 To recognize the part geographic setting and history play in shaping a culture.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
2.4.1 Students study colonialism in Africa through a series of readings, discussion questions, and activities. Primary sources help students gain a better understanding of both points of view.	reading discussion drawing conclusions interpreting map skills writing	"Encounter in Africa: how a major historical event helped shape today's world" (lesson) Intercom #86 (WAC)
2.4.2 Students are helped to see the importance that natural and human resources, environment, and income as an economic indicator of quality of life have in a country. First they rank countries by population, size, and per capita income. Students begin to hypothesize about Indonesia after gathering data. In the next six days, students work with maps covering the environment, major cities, SEA countries, products, and land use. Class discussion follows.	map skills data collecting comparing analyzing	Introducing Southeast Asia and Indonesia (unit) by Stan Vukovich, Oakland Unified School District (BAGEP/ Singapore-Indonesia Curriculum Project) (WAC)
2.4.3 Students study a map of China looking for information that will say something about how China looks and why. Using a list of translations of familiar Chinese words, students translate as many place names from the map as they can. In groups or as a class, students discuss their findings and the significance of the origin of names for places within China. (also 4-6 and 7-8)	map skills interpreting hypothesizing visual perception	"What's in a name?" (lesson) by John Benegar, et al, Changing Images of China: Grades 5-12, CTIR (WAC) SAMPLE

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
3.1.1 Students participate in a two-part activity that helps them recognize that everyone experiences change. In the first part, the teacher shares pictures of his/her growing up and discusses changes in physical appearance, abilities, and feelings. In the second activity, the children share their pictures and changes. Other ideas are suggested and a supplementary list of reading material on growing up is included. (Introductory)	comparing identifying observing	"We all grow up" (lesson) (WAC) PS #6
3.1.2 Through stories and role-playing, children can work through some difficult changes in the home and family. There are suggested stories to read about new members in a family, with questions to follow.	role-playing listening oral language	"Family changes" (lesson) (WAC) PS #12
3.1.3 Students observe an area of the school ground where plant life is not doing well and try to determine the reasons for this. Follow-up activities include making drawings of their findings, making a chalkboard list of ways to improve the school environment, and doing similar individual or group observations of other areas. A second set of activities deals with exploration of the wider neighborhood.	observing discussion drawing analyzing	"Changes in the environment" (lesson) by David C. King and Cathryn J. Long from Global Perspectives: A Humanistic Influence on the Curriculum Project (WAC) PS #16 SAMPLE

AL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value /stems.

VEL: 4-6

TIVITIES	SKILLS	RESOURCES
.2.1 The students complete a chart that compares the life yles of the American Indian pre-20th century and today. udents need to do research in order to answer the questions. is chart could also be used for any culture.	researching categorizing comparing	"A comparison of early American Indians and Indians of America today" (lesson) Kids Stuff-Social Studies, by Imogene Forte and Joy McKensie, Incentive Publications, 1976 (WAC)
.2.2 Students build a community scrapbook which includes: ictures of early buildings and areas; contrasting pictures, ps, etc.; newspaper articles that discuss change and conflict freeways, industries, street lights, etc.); and stories btained from student interviews of natives as to how the mmunity has changed for better or worse.	researching interviewing map skills reading	"History, change, and your community" (lesson) Themes for Teaching U.S. History: Conflict and Change, GPE Humanities Series (WAC)
.2.3 The class draws pictures showing what their community ight have looked like 50 or 100 years ago. Then they draw ictures of what it looks like now and what came in between. ggestions for further activities are: make a roller movie, iscuss why certain things could not have happened, make a und track for the movie.	art data collecting oral language observing	"How people have changed their earth" (lesson) Intercom #87 (WAC) PS #22

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
3.3.1 Students view a slide/tape presentation about the life of Baba, a 77-year-old Japanese woman. A series of questions accompanies the text and can be used as the basis for a discussion or as a written assignment. Further inquiry questions are added. This can be used as an introductory unit on the study of aging as well. (also 9-12)	observing comparing listening	"Baba," slide/tape (lesson) (WAC)
3.3.2 Students study the urban youth of India through a case study packet. Study cards, discussion questions, and activities all help the students analyze the effect that change has had on the youth of that country. (also 9-12)	analyzing discussion comparing	Jeans Generation (unit) Education Resources Center, New York University (WAC)
3.3.3 Students read about development in Malawi and answer questions. This can be used as a basis of comparison and contrast with the U.S. and other countries. (also 9-12)	reading comparing data collecting discussion	"Development for what?" (lesson) American Universities Field Staff (WAC) AF #21 SAMPLE
3.3.4 Students read a short story entitled "Age of Fools," which deals with the ways in which the values of modern Japanese youth differ from their World War II counterparts. Discussion questions are included. Contact The Japan Project/SPICE for a packet of readings in translation regarding the Japanese experience in World War II. (also 9-12)	reading drawing conclusions analyzing	"Age of fools," Social Education (May 1981) (short story/lesson) (WAC)

OAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value ystems.

EVEL: 9-12

CTIVITES	SKILLS	RESOURCES
.4.1 Students read (or listen to taped version) of a case tudy about how change affects a village in India. Oral or ritten discussion questions follow. Other suggested ctivities are: compare/contrast with changes in their ommunity; editorial cartooning· graphing lesson.	reading listening comparing oral language graphing	"What have they done to my village? — the Karabur case" (lesson) Intercom #87 (WAC)
.4.2 Students are grouped (2-4) to research one of four tasks aving to do with change (in the community, the state, the nited States and Latin America). Each group will make a resentation to the class with follow-up discussion concerning hange — what kinds, why, and effects. A written evaluation s done by students.	researching discussion writing group dynamics oral presentation	"Change — prove it" (lesson) Teaching about Diversity - Latin America, CTM (WAC)
.4.3 Through readings, class discussions, and research, tudents analyze the pros and cons of preindustrial work around he world. Class discussions will help students to identify he consequences of change in work situations. Further ctivities are identified.	reading discussion analyzing researching	Working People and the Impact of Industrialization (unit) Intercom #94/95 (WAC)
.4.4 Students read two different views about the relationship etween poverty and development. Class discussions focus upon he complex issues that arise from the two positions.	reading discussion identifying synthesizing	"Two views of development" (lesson) Intercom #102 (WAC)

GOAL: #4 To understand the interdependence of people, groups, and nations.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
4.1.1 Students discuss bread in all its varieties. Cutting out pictures, sharing recipes from home, and discovering the origins of the breads are among the activities suggested. The class listens to The Little Red Hen and discusses cooperation and interdependence. Making bread as a class project finalizes the ideas presented. Other activities are suggested.	sharing sorting map skills discussion cooperating with others	"Baking bread with the little red hen" (lesson or unit) (WAC) PS #18
4.1.2 Students become aware of the various systems in their lives through this lesson. Examples are given (Little League, family, etc.) and the children are asked whether they are part of that system. Functions of the people in those systems are discussed. Further systems are suggested and discussed. Other activities are given. (Introductory)	identifying drawing conclusions tallying grouping following directions	"How many systems do I belong to right now?" (lesson or unit) (WAC)
4.1.3 The students discuss what items are essential to us, draw the items, cut them out, and paste them on a larger piece of paper. The next part of the discussion deals with what these items depend on in order to exist. These sources are drawn around the essentials. Students are then asked about sources of these sources. A similar mural can be done for less industrialized countries or the U.S. in earlier times. Suggested questions are given.	discussion art categorizing data collecting clustering	"Masking murals" (lesson) from Interdependence K-3 Guide Reference People and Communities (WAC) PS #25
4.1.4 Students learn about interdependence through a study of the neighborhood and the people who serve it, in this case the garbage man and the mailman. Exercises include discussions, field trips, art, letter writing, math, etc.	listening discussion writing math art reading	"Dear garbage man" (lesson) by Alexis Aquino (WAC) PS #23; "The mail carrier" (lesson) (WAC) PS #15

OAL: #4 To understand the interdependence of people, groups, and nations.

EVEL: 4-6

CTIVITIES	SKILLS	RESOURCES
.2.1 Students are introduced to the interdependence of ations through the newspaper. With a large world map and a ew news articles, the teacher leads a class discussion showing ow one nation's news affects another's. The follow-up ctivity is a mobile of news centered on a country or area of he world. This can be an ongoing project if preferred. (also -8)	interpreting reading map skills selecting categorizing	"News hang-ups" (lesson) by Roberta Gleeson, San Ramon Valley Unified School District (WAC)
.2.2 Interdependence sometimes comes in small packages, such s the simple chocolate bar. Using this candy as a starting oint, the students will discover how a breakdown in one part f the system can affect the whole. Students will research the arious places and economies involved in the manufacture of the ars. (Introductory or Culminating)	researching problem solving	"A simple chocolate bar" (lesson) by David C. King and Cathryn J. Long, Global Perspectives: A Humanistic Influence on the Curriculum Project (WAC) SAMPLE
.2.3 Gasoline is the central issue of this activity. tudents discuss gas prices, including factors contributing to igher prices both here and abroad. Students match car data ards and countries on the map. Follow-up exercises include omparing prices and discussing world driving habits and per apita use of gasoline and autos. Comparisons can also be done or bus/subway systems.	math analyzing comparing discussion	"How far can you go on a gallon?" (lesson), Global Issues for the Intermediate Classrooms, Grades 5-8, CTIR (WAC)

GOAL: #4 To understand the interdependence of people, groups, and nations.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
4.3.1 Students are given a set of materials which have explanations and examples of ten different languages of Southeast Asia. Through reading and answering questions either orally or in writing; students begin to see the interconnections of the various cultures. Linkages can be drawn on the basis of geography, trade, art, and language. (also 9-12)	reading map skills comparing inferring	"Language and other linkages: Southeast Asia in the world" (lesson) (WAC) SEA #2
4.3.2 Students are put into groups of 3-4, and given a copy of the worksheet. On the left side of the paper is a listing of international companies; on the right side the students are to list the headquarters. The correct answers are discussed. Further activities include discussion of multinational corporations, communication problems, and student awareness of international products they use. (also 9-12)	data collecting discussion	"Spanning the globe" (lesson) Teaching about Diversity: Latin America, CTIR (WAC)
4.3.3 The class participates in a game which helps students discover the qualities of a system and the implications of interdependence. The game involves grouping the class, assigning roles, and constructing flashlights. A debriefing should follow. (Introductory)	problem solving group skills	"Living in a global age" (lesson) by GPE/SPICE (WAC)
4.3.4 The class watches the film "Japan, An Interdependent Nation" after completing pre-viewing activities. Post-film activities included in the accompanying teacher's manual involve data collection, graph interpretation, and a comprehension exercise. The film is available from The Japan Project/SPICE. (also 9-12)	data collecting graphing visual literacy	Japan, An Interdependent Nation (unit) (SPICE/Japan) (WAC)

GOAL: #4 To understand the interdependence of people, groups, and nations.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
4.4.1 Students participate in a five-minute game which can be a kick-off to the study of interdependence and multi-nationalism. Each student seeks out five people who have connections to another part of the world, e.g., relative living there, car made there, traveled to the area, etc. (also 7-8) (Introductory)	data collecting	"Connections" (lesson) (WAC) CC #3
4.4.2 Students locate their city on a world outline map. Then, using a list of questions about their relationships to other countries, they answer the questions and fill in the connections on their maps. Discussion questions and follow-up activities are included. (Introductory)	analyzing map skills	"Mapping the global linkages" (lesson) CTIR (WAC)
4.4.3 The class is divided into groups of five, with the remaining students serving as observers. Each group is given a set of envelopes which contains the makings for five complete squares. The object of the game is to form the five squares, following the three rules. A debriefing session is necessary. Patterns are included. (also K-3, 4-6, 7-8) (Introductory)	problem solving cooperating with others discussion	"Broken squares game" (SPICE/China) (WAC) Ch #44
4.4.4 Students participate in six slide/inquiry lessons about historical, social, and economic conditions in rural and urban El Salvador. Critical analysis of U.S. media coverage of current events is an integral component of the unit. A variety of activities which incorporate reading and writing, mapping and graphing, and critical thinking is included.	analyzing detecting biases evaluating map skills graphing thinking-critical	Scarcity and Survival in El Salvador (unit) (SPICE Latin America) (WAC)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
5.1.1 The students listen to the teacher read Frances Face Maker. A discussion of feelings and communication follows. Follow-up activities include mask-making, charades, wordless messages, and plays. A bibliography is included.	communication interpreting non-verbal language	Body talk (lesson) Feelings and Friends, GPE Humanities Series (WAC)
5.1.2 Using a series of pictures, the students write down or tell the teacher the country or place where the person in the drawing is from. The various choices are put on the board and discussed. The class is informed that all the people are from China. An evaluation session helps the students to realize that: all Chinese do not look alike; diversity is great among the Chinese; and stereotyping is misleading and inaccurate. (also 4-12) (Introductory)	visual perception communication making choices	"Faces" (lesson) Teaching about Cultural Awareness, CTIR (WAC)
5.1.3 In this lesson, using the human senses, students are helped to understand how misperceptions can occur. The first experiment uses a glass of water and a pencil and finger. What they see is not what is actually happening. Another experiment is done with mirrors to show the reversal of objects. Another one is "the grab bag." The children reach into the bag and, by touch only, describe the object. Further ideas are presented, including the use of folktales. (Introductory)	observing science drawing conclusions	"Fooling our senses" (lesson) (WAC) PS #5

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
5.2.1 In this extended lesson centering on ethnocentrism, students are taken through a series of statements and questions and finally a discussion about objectivity. After a debriefing session, students can play the game, "The sounds of ethnocentricity." (also 7-8)	reasoning thinking-critical	"The sounds of ethnocentricity" (lesson) Teaching Global Awareness: An Approach for Grades 1-6, CTIR (WAC)
5.2.2 The class reads and discusses three episodes involving misunderstanding and misperception.	analyzing reading discussion	"Communicating across cultures" (lesson) (WAC) PS #29-30
5.2.3 Students retell the story of the "Three Little Pigs" from the point of view of the wolf. (also K-3)	writing perception	"Another point of view" (lesson), New Directions in Creativity, Harper & Row, 1973 SAMPLE
5.2.4 In this lesson students use a variety of materials to help them understand and appreciate all people without prejudging. Using the webbing technique, students name ways to describe a person. Then, while listening to a song by Roger Whittaker, they brainstorm descriptions of what they think he might be like. A discussion about the unfairness of judging with little fact follows. Follow-up activities include reading People (Doubleday and Company, Inc., 1980) with further discussion and a writing assignment, as well as interviews.	webbing discussion listening writing interviewing brainstorming	"People" (lesson) by Mickey Korich, Oakland USD (WAC)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
5.3.1 Students discuss the qualities of heroes and the different types there are. Pictures of world heroes are shown and students try to identify them, their country, and the reasons they are considered heroic. Small-group work follows; other activities are suggested.	categorizing identifying group skills	"Identifying world and U.S. heroes" (lesson) A Hero Ain't Nothing But a Great Big Sandwich, Teachers' Learning Center, Albuquerque (WAC)
5.3.2 In a word association game dealing with maps, students are asked to match up words with the part of the world they most associate with the term. Small groups are formed to discuss their results. A class discussion follows.	analyzing map skills appraising justifying	"Word and map associations" (lesson) (WAC) CC#17
5.3.3 The class brainstorms ideas as to how Latin Americans and Americans perceive each other. In small groups the students then discuss the multiple factors of image formation. Individual research is conducted on the sources of cultural images. Follow-up activities are suggested. (also 9-12)	brainstorming data collecting detecting biases reporting group skills	"How do others see us? The Latin American perspective" (lesson) by Ronda Calef, San Francisco University High School (WAC) SAMPLE
5.3.4 In this simulated cultural exchange exercise, students gain firsthand experience in the formulation of stereotypes and perceptions/misperceptions. Students are divided into two "cultures" and investigate each other's values, rules, and behaviors. (also 9-12)	making choices hypothesizing cross-cultural comparison	Heelotia: A Cross-Cultural Simulation Game (unit) (SPICE/ China) (WAC)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
5.4.1 Students participate in a unit which includes a slide show of Japanese artists' impressions of foreigners from the 16th century through the 19th centuries, primary source readings regarding Westerners' impressions of the Japanese, and classroom activities which examine contemporary mutual images held by Japanese and Americans. (also 7-8)	reading observing critically attitude identification art appreciation	Japan Meets the West: A Case Study of Perceptions (unit) (SPICE/Japan) (CTIR; WAC)
5.4.2 Using a series of articles from the media, students begin to see that people have differing perceptions, beliefs, and attitudes about the world. Activities also help the student identify the sources of his/her own views. Students are asked to look for clarity, subtleties, opinions, and misinformation. Activities and readings are varied.	analyzing reading identifying comparing writing	"Communicating opinions and values" (lesson) Intercom #88 (WAC)
5.4.3 In this unit students are helped to see the industrial side of India which is often not seen as important. The components of this unit include a pre-test, brainstorming, activities, photo analysis, and case studies of industries and workers.	brainstorming photo analyzing reading researching	Industrial India: Factories and Workers (unit) State University of New York (WAC)
5.4.4 Students analyze two cultures through their art: sixteenth century Iberian (Spanish and Portuguese) culture and the pre-Hispanic cultures of Mexico. Based upon their perceptions about the two cultures, students "complete" an unfinished (masked) art slide. Conflicting perceptions of the same historical event, the "conquest" of Mexico, lead students to discuss how cultures interpret history differently.	visual literacy forming generalizations understanding multiple perspectives thinking-critical	Two Visions of the Conquest of Mexico (unit) (SPICE/Latin America) (WAC)

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

LEVEL: K-3

ACTIVITIES	SKILLS	RESOURCES
6.1.1 Students compare themselves to others in their group through statements such as "I am like...because..." "I am different from...because..." Students then compare themselves with persons outside the classroom through discussion and pictures. (adaptable for 4-6) (Introductory)	comparing oral language observing	"We're all human" (lesson) from Teaching Global Awareness: An Approach for Grades 1-6, CTIR (WAC)
6.1.2 Students engage in learning center activities or classroom projects on clothing around the world. A list of needed materials, discussion ideas, and projects is included.	drawing conclusions art listing	"Clothing around the world" (lesson) (WAC)
6.1.3 Students participate in a series of activities designed to help them see the commonalities and differences among their friends and people of other cultures. The exercises include games, comparisons from pictures, and a field trip.	sharing communication interviewing comparing contrasting	"Dial a likeness, dial a difference" (lesson) (WAC) PS #24
6.1.4 Students learn to identify themes that are cross-cultural in nature and understand that all human cultures possess the same basic elements although the forms may differ. Students complete a series of activities and reading designed to analyze cultures with the "universals of culture" framework. (also 4-6, 7-8, 9-12)	identifying analyzing relationships	"Teaching About Universals of Culture, Introductory Suggestions," by Arthur Chapman, Tamalpais Union High School District (WAC) SAMPLE

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

LEVEL: 4-6

ACTIVITIES	SKILLS	RESOURCES
6.2.1 Students are presented with a drawing of the Ekeko "wish" doll from Bolivia, background information, and a map of South America. The class discusses basic human needs and their own wishes. (The emphasis is on cultural universals.) Each student makes a papier mache Ekeko. Follow-up role-playing activities are suggested. (also K-3 and 7-8) (Culminating)	map skills art discussion role-playing	"World cultures: focus on Latin America (Dia de Alacitas in Peru and Bolivia)" (lesson) by Ronda Calef, San Francisco University High School and Dolores Vinal, Redwood City Elementary School District (SPICE/Latin America) (WAC)
6.2.2 Using an instamatic or Polaroid camera, students take pictures of children or adults greeting one another. They gather pictures from magazines and newspapers using the same theme and the pictures are posted. Ways of saying "hi" are discussed and listed. Students look through National Geographic or similar magazines to find other ways of greeting. Follow-up activities are suggested.	observing data collecting non-verbal language	"Do you have to shake hands to say 'hi'?" (lesson) Do you have to...to? Teachers' Learning Center, Albuquerque (WAC)
6.2.3 Students will read or be read two stories about two families and their lifestyles and food. Students will then make comparisons by answering questions in groups or individually. A written assignment describing their own family and food consumption follows. Other follow-up activities are suggested.	reading writing comparing analyzing	"Tale of two families" (lesson or unit) from Intercom #101 (WAC)
6.2.4 Through firsthand observation of artifacts on Japanese children's lives today, students will generate hypotheses and questions about daily life in Japan. By noting similarities and differences with comparable American items and customs, students increase object literacy skills as well as cross-cultural understanding. New teaching strategies and more activity ideas regarding the use of artifacts in the classroom are suggested in this unit available from SPICE/Japan Project.	observing hypothesizing comparing	Student Discovery Box: Through Children's Eyes (unit) (SPICE/Japan)

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

LEVEL: 7-8

ACTIVITIES	SKILLS	RESOURCES
6.3.1 Students are seated in small groups with a variety of magazines from Japan, China, and Hong Kong. Students look through them and try to figure out where each was published, what clues led them to that conclusion, what similarities to American magazines they found, what differences, etc. A class discussion should follow. (also 4-6, 9-12)	observing drawing conclusions oral language comparing	"Print media for children in Japan, Hong Kong, China" (lesson) (SPICE/Japan and China) (WAC)
6.3.2 Students go through a list of eight activities performed by humans. The students must decide which are universal to all humans and which are learned from society. Further examples are produced by the students. (Introductory)	evaluating drawing conclusions	"People are just people" (lesson) (WAC) CC #5 SAMPLE
6.3.3 Students are introduced to proverbs of the world through the use of dictionaries. Proverbs are then matched with similar ones from another country and marked on the map. Examples are given plus a bibliography.	researching map skills analyzing comparing	"The world's wit, wisdom, and values" (lesson) (WAC) CC #18
6.3.4 Students fill out an attitude index which covers their perceptions of how they are similar to and different from other people, and their opinions about themselves, Americans, and others. This could serve as a pre/post-test for the whole study of world cultures. (adaptable to K-3, 4-6, 9-12) (Introductory and Culminating)	comparing analyzing	"Attitude index" (lesson) (WAC) CC #26 SAMPLE

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

LEVEL: 9-12

ACTIVITIES	SKILLS	RESOURCES
6.4.1 Students fill out a form which asks them to prioritize a number of human rights and students discuss their answers. The UN Declaration of Human Rights is read and discussed in class with a focus on why we need it. A follow-up activity of making posters or collages can be done as a class or individually.	evaluating analyzing art reading discussion	"So who needs human rights?" (lesson) Human Rights, Teachers' Learning Center, Albuquerque (WAC)
6.4.2 Through readings and discussion questions, students can see how a variety of people view the earth. Common feelings are shared as a result. Areas covered are Africa; Alaska; Saudi Arabia; and the U.S. Follow-up activities are given.	reading analyzing comparing	"A feeling for the earth" (lesson) (WAC) CC #20
6.4.3 Using either various countries or a variety of cultures within one country, the student answers a set of questions concerning the young and the old. Activities include class charts, discussions, and debates.	researching discussion graphing debating	"Cross-cultural comparison: ideas for teaching" (lesson) Intercom #99 (WAC)
6.4.4 The class is arranged in groups of two or three. They read three articles on the funeral customs in China, India, and Mexico. Using a chart and questions, students explore the similarities and differences among the three cultures.	reading analyzing data collecting comparing contrasting	"Charting death customs" (lesson) Death: A Part of Life, CTIR (WAC)

SAMPLE 1

TITLE: Introducing the Fiction of Other Countries Through Folktales - Grades 5-12
LEVEL: 5-6 (also 7-12)
TIME: 2 days (or more)

OBJECTIVES

— to realize the importance of folktales
— to discover how a group's literature can reveal its culture

MATERIALS

— folktales
— drawing materials
— discussion questions (attached)

PROCEDURE

1. Read a few short folktales to the class.
2. After each story let the students draw, compare, and discuss pictures about the story.
3. Discuss the questions provided with the class.

* page number refers to the location of the matrix entry briefly describing the sample lesson

INTRODUCING THE FICTION OF OTHER COUNTRIES THROUGH FOLKTALES - GRADES 5-12

Developed by Roberta Gleeson, San Ramon Valley Unified School District

Teachers can introduce students to fiction and other literature of a country through a variety of ways — depending on age, background, and interests of students.

One way, beginning at the 5th or 6th grade and used through high school, is to begin with the folktale. Folktales present a wealth of information about countries, peoples, ways of life, religion, etc. Using the lesson below, you, the teacher, may be able to help the students see the importance of folktales and to help bridge the way to world literature.

Begin by reading a few short folktales to your class, just letting them listen. After each story let each student draw one picture from the story. Compare pictures — which are similar? which are different? what made students draw something in a particular way? what did some students pick up on that others did not? were they influenced by something other than the story in how they drew the pictures? TV? picture books? movies?

After discussing several of these stories, read one more. If possible have a written copy for each student to be handed out after the reading. Open the discussion using the following suggested items.

1. Setting of the story — country, season, war, peace...

2. People involved in the story —
   a) poor, middle class, royalty...
   b) dress
   c) physical features — ugly, beautiful, old, young...
   d) work, job, living...
   e) tools used
   f) food
   g) housing

3. What does the story tell us about what they think, what is important to them?

4. What customs are mentioned?

5. Is religion mentioned? What are some of the rituals?

6. How do values, customs and religion affect their lives? Do they do certain things because of customs, religion or philosophy?

7. How is their government run? How are the people treated? Is the ruler respected, feared, loved?

8. Do you understand a little more about the country than you did before reading the story? Would you like to read more folktales from that country? other countries?

From this lesson the teacher can proceed to short stories written about another country. Using essentially the same questions, you can help students begin to understand a country, people, culture, tribe, group, etc. From short stories, then, the transition can be made to novels.

There are many excellent folktales available from the school and public librarians. Do not be afraid to use picture books. Children and adults of all ages love them. However, when you read the story be sure not to show the pictures. Let the students use their own imagination. After the discussion, the book can then be shown and the artist's concepts discussed.

SAMPLE 2

TITLE: Education in Africa
LEVEL: 9-12
TIME: 1 class period

OBJECTIVES

— to evaluate the role of education in Africa

MATERIALS

— class copies of handout (attached)

PROCEDURE

1. Distribute copies of "Education in Africa" to class.
2. Read it silently or aloud and discuss the questions at the end.

Note: This would be a good small-group activity. Each group could read and discuss the handout and then share and discuss the different conclusions with the class.

* page number refers to the location of the matrix entry briefly describing the sample lesson

EDUCATION IN AFRICA

Developed by the African Studies Program (1208 W. California Street, Room 101, Urbana, Illinois 61801; (217) 333-6335)

Contrary to popular opinion, Westerners were not the first to bring education to sub-Saharan Africa. Two educational traditions — the indigenous nonliterary and the Islamic — predate the Christian missionaries' introduction of Western education. The Africa section of this issue of Update discusses these three traditions of education in Africa.

Traditional Education
Joseph Adjaye

The primary purpose of traditional education is to train the youth to fit into and function in their societies. Its main goals are to provide moral and physical training for the young, to place them firmly in their cultural base, and to provide them with special skills. In general, two forms of traditional education can be identified: first, the acquisition of practical skills for such jobs as farming, hunting, weaving, and gold and blacksmithing, that is, the equivalent of what is today known as vocational education; and second, what may be compared to "liberal arts and science" — clan history and lore, geography, man and nature, etc.

The teaching and learning processes involve a variety of direct and indirect methods that include conformity, imitation, observation and instruction. Through oral literature boys and girls learn about proper and improper behavior, the unwritten laws and sanctions of the society, and social values. Games, simulation, and other forms of imitative play constitute another important instrument of traditional education. Boys simulating fighting or farming situations, for example, or girls imitating motherhood situations and childcare with dolls, are ways in which the young prepare themselves for adult roles. However, learning through direct involvement in daily activities at home, on the farm, or in other places of work has remained one of the most effective ways of educating the young for future adulthood.

The home continues to be the initial and most important educational agency. It is in the home that children undergo their first learning processes under the direction of their parents. The mode and content of the training tend to follow sex lines; boys receive training in cultural studies and the relevant skills for the anticipated occupation from the father, while mothers teach their daughters domestic science, mothercraft, and agricultural production. Outside the home, the proper upbringing of the youth is the collective responsibility of the whole society. The elders, as custodians of societal values and repositories of communal wisdom, perform the obligation of ensuring that the future generations' leaders grow up in the right mold.

Reprinted from University of Illinois at Urbana-Champaign, Curriculum Materials for Teachers, 1983.

Although traditional education is generally regarded as informal, formal and quasi-formal types exist. The well-defined, strict training prescribed for a goldsmith, for instance, very much approaches formality. Beginning at about the age of eight, the apprentice pursues a program of training which is structured, both theoretical and practical, and lasts several years. At the initial stage the trainee goldsmith learns the tools of his profession — the file, hammer, bellows, scales, tongs, melting pots, wooden knife, etc. The second stage is the period of on-the-job training, during which he acquires practical experience in smithing. At the third stage the apprentice, by now well advanced in his training, is ready to receive interrelated instruction in the history and social significance of his art objects. Finally, the apprentice must demonstrate competence in being able to work without guidance. On "graduating" from his "training school" the master goldsmith's name and reputation become the credentials of the young goldsmith.

Even more formal in their training methods are the exclusive organizations commonly called "secret societies." Among the best known of such societies is the Poro of Liberia, whose female counterpart is known as Sande or Bondo. Their young inductees spend long periods of time secluded from the rest of society in "the bush" where they learn civic responsibilities and acquire skills necessary for surviving and functioning effectively later in life. In the past, Poro/Bondo groups have performed political, economic, and social functions. They have adjudicated disputes, made decisions relating to war and peace, served as institutions for organizing labor, administered first aid, and determined agricultural cycles for cultivation and harvesting.

What is the contemporary relevance of traditional education? For all its limited specialization, traditional education was applicable to the real, concrete situations of the time. However, times have changed, and it is obvious that much more is required for survival today than practical skills, clan history, reciprocal obligations, and good values. As a result, a large part of traditional education is disappearing, although it is still strong in areas which have not been much affected by Western influences. Fortunately, however, African educators and governments now generally recognize that modern education must be rooted in traditional education, if it is to be effective and functional. After all there might be some wisdom in pouring a little of the old wine into new bottles.

Islamic Education
Richard Corby

The great majority of the people in North Africa are Muslims and in much of West Africa there is a Muslim majority. Considerable concentrations are also found in parts of East Africa. Islam, Judaism, and Christianity, the three univeral monotheistic religions, share many beliefs and practices. Muslims believe that Abraham, Moses, and Jesus were all prophets of God, but Muhammad is the "Seal of the Prophets" — the last and greatest. Muhammad is not considered divine but was divinely chosen to deliver God's revelations to humankind in the Quran (Koran), the Islamic holy book. The religion's doctrine and practice provide for the relationship of person to person and of each person with his/her society from birth until death. Islam brings together approximately 530,000,000 people throughout the world regardless of nationality or race into a fellowship built upon faith in the one God. The

basic tenets of the religion are summed up in the prayer that Muslims repeat many times daily, "There is no God but God and Muhammad is His Prophet." Islamic education is one of the major institutions which socialize children into this all-encompassing way of life.

Because God's revelations to Muhammad as collected in the Quran were in Arabic, the ideal is for all Muslims to learn Arabic, the language of God. To do this Muslims establish Quranic schools where the teacher instructs boys (sometimes also girls) beginning at about five to six years of age. The children acquire an elementary knowledge of Arabic based upon the recitation and copying of the Quran. Usually the Quranic schools are held at the teacher's home, perhaps on the wide porch that runs the length of many African houses or under a tree. Instruction lasts from three to five hours a day for five days a week, usually Sunday through Thursday. In many parts of the continent instruction is held early in the morning from about 6:00 to 7:00 or 8:00 a.m. Then, many of the students go to a Western- type school in the town and others remain with the teacher helping him with tasks around the house. Lessons usually resume in the afternoon for two or three more hours. During the lesson the teacher and the students read aloud a passage from the Quran. The teacher may explain points of grammar and syntax and comment on the significance of the passage. The students sometimes raise questions and are in turn quizzed by the teacher. Each student writes chapters from the Quran on his wooden board with pens using an erasable ink made from the leaves of certain plants. The passages are always recited until they are memorized. The teacher also teaches stories of the prophets and the history of Islam. Within this format discipline is strict and the slower pupils are invariably punished, often by being spanked or switched.

There are two stages of advanced education for a few. Most students do not normally begin the second stage until they are thirty or more years of age, by which time they will have displayed sufficient piety and responsibility. These students may remain with their teachers for a few years to as many as thirty, at the same time assisting in teaching the elementary Quranic classes. A small number of men continue to a third stage in which specialization is stressed. For this, students go to a major center of Islamic education, probably in North or West Africa, where the emphasis is on law and the traditions of the Prophet Muhammad.

In this century in many parts of sub-Saharan Africa there has been an increased demand for teachers, particularly in urban areas. Because of this, many teachers have greatly expanded their activities to turn out more students who will continue their studies and themselves become Quranic teachers. Muslim education, then, is thriving and continues to fill an important function in the Muslim community.

Western Education
Edna Bay

Western-type schools in Africa tend to be closely modeled on the educational systems of the countries that formerly ruled the continent — Britain, France, Belgium, and Portugal. Although some of these colonial powers claimed to be undertaking a "civilizing mission" in their African colonies, their efforts at formal education were generally minimal. Educational policy fluctuated between two contradictory goals: to develop a

small elite that could assist Europeans in the task of governing, or to work toward mass education for relatively large numbers by providing them with rudimentary literacy and training in farming or other vocational skills. With limited resources to spend, modern African governments are still debating this choice between elite and mass education. School for girls in the colonial period were established later than those for boys and their curricula were generally designed to impart little more than household skills and Christian values.

Although most colonial regimes gave way to independent nations some 20 years ago, educational systems are still strongly influenced by colonial structures and continuing ties to former European rulers. A Ghanaian high school student who transferred to a school in England, for example, would likely find the school organization, study requirements, and teaching methods very much like home, though course content would differ somewhat. Basic subjects would be much the same — history, English, science, math and so on — but the Ghanaian curriculum would stress African experiences and examples in each discipline. Schools in Africa are examination oriented; that is, at several key points over the years the students must pass a comprehensive outside-monitored exam in order to advance in school. Examinations may be held at the end of the equivalent of elementary school, after junior high, and at the end of high school. Facilities are limited and enrollment figures take a pyramidal form, with large numbers of students in the first three grades and smaller and smaller numbers at each succeeding level. Though most African governments have set universal primary education as a long-term goal, and Ghana and Nigeria have launched ambitious drives for universal schooling, few governments so far have come near to enrolling all school-age children in class. Nevertheless, African governments rate education a top priority, and some have allocated as much as 35 per cent of their entire budgets to it.

Schooling is expensive from African parents' point of view too. Tuition fees are required nearly everywhere, and books and supplies must be purchased by the students. In many schools students are required to wear a uniform, generally a plain shirt with matching pants or skirt. Boarding schools are common, particularly at the high school level, and coeducation is the exception rather than the rule. With schooling a major financial burden for many families, choices among children are inevitable, and girls are often not allowed to continue after the initial grades.

Often prompted by a strong belief that Western education will lead to prestigious white-collar employment, African students are highly motivated and generally hard-working in school. In addition to the obstacles and pressures posed by the examination system, the languages of instruction are nearly always different from the students' mother tongue. Continuing the tradition begun in colonial days, most countries recognize a European language — English, French, or Portuguese — as their official language. Children sometimes are taught in these foreign tongues from their first days in school.

Suggestions for Classroom Discussion

Compare traditional education with modern education, assessing the effectiveness of each system in dealing with the needs of the time and environment.

What is the educational role of the home today? To what extent can parents be blamed for school and adolescent problems?

What is the future of traditional education in the face of rapid modernization? Is it doomed to total disappearance? Should it be retained? Why and how?

Given the problems of limited government budgets and dwindling job opportunities, what should the objectives of education in Africa be?

Are there alternatives to formal school that might be less costly and more relevant to the lives and needs of the masses of people?

Who should get scarce educational resources, what should they study, and what should be required of them by the nation as a whole?

SAMPLE 3

TITLE: World/Community Settings
LEVEL: 4-6
TIME: two class periods (45 minutes)

Developed by Marsha Speck, Asst. Principal-Curriculum and Instruction, Thomas Downey High School, Modesto City Schools

OBJECTIVES

- to compare world views through ways the world is portrayed
- to identify key geographic terms in a variety of world settings
- to recognize differences in geographic settings
- to collect data and make generalizations about geography

MATERIALS

- "What is Your View of the World?" Lesson 2, Intercom #104 (GPE)
- photos of a variety of geographic settings from Asia, Africa, North and South America
- students' photos and pictures of geographic settings in their community, state, or region

RECOMMENDED BACKGROUND READING

Donald Bragaw, Helene Loew, and Judith Wooster (eds.), "Moving Toward A Global Perspective," Intercom 104 (September, 1983), Global Perspectives in Education, Inc., pp. 7-10.

Geography and International Knowledge, A Report of the Committee on Geography and International Studies of the Association of American Geographers, March, 1982, 24 pp.

INTRODUCTION

Students begin to compare and contrast "world views" and geographic settings in distant regions and in their own region. By comparing familiar geographic settings in their community with similar settings in other countries, students will collect data, observe, brainstorm, and use oral language to learn key terms and concepts.

PROCEDURE

1. Distribute copies of each of the world map handouts and ask students to make generalizations about the differences between the maps.

Compare the world maps to the standard classroom map or globe. Students should discuss why people in different countries would draw their world maps differently.

2. Ask students to collect pictures of their community, state or region. Key geographic terms such as plains, hills, plateaus, mountains, lakes or rivers should be introduced if they apply to the students' geographic setting. Students should try to find or draw pictures of specific geographic features of their community.

3. Afterward the teacher should provide photos of the same geographic features in other parts of the world. Slides, National Geographics, or other magazines should provide the variety of pictures from around the world. The SPICE/Latin America Slide Archive is one source of slides for teachers.

4. The teacher should lead the class in a brainstorming session on the similarities and differences between the students' geographic setting and others. Are there mountains similar to the Sierra Nevadas in another part of the world? Where is there as large a bay as the San Francisco Bay? Where is another valley similar to California's Central Valley? Where is a delta similar to the Delta Region of California?

FOLLOW-UP ACTIVITIES

1. Students can make a group collage of a variety of geographic settings similar to their own.
2. Students can draw maps of their own region with symbols for the various key geographic terms (e.g., delta, river, mountain, plateau, etc.).
3. On a globe or wall map, have students find their region. Then ask students to locate their region on a variety of map projections, such as those found in either Intercom #104 or Geography and International Knowledge. (listed above)

* page number refers to the location of the matrix entry briefly describing the sample lesson

SAMPLE 4

TITLE: What's in a Name?
LEVEL: 9-12 (also 4-6 and 7-8)
TIME: 1 class period

OBJECTIVES

- to explain the literal meanings of common Chinese place names
- to locate Chinese place names on a map of China
- to explain the significance of the origin of names for places within China

MATERIALS

- handout of "Map of China" (attached)
- handout of "Chinese Place Names" (attached)

PROCEDURE

1. Distribute map of China and have students list any things they can see about China from the map.
2. Distribute the "Chinese Place Names" handout and have students translate as many place names from the map as they can.
3. In groups or as a class, have students discuss their findings and the significance of the origin of names for places within China.

* page number refers to the location of the matrix entry briefly describing the sample lesson

Title: WHAT'S IN A NAME?

Introduction: By studying another culture's language we can often learn the meaning behind place names that we take for granted on a map. These names can have a very literal meaning as well as an historical significance. In this activity, students, using a map of China, discover the meanings of many of the most common Chinese place names for their cities, bodies of water, provinces, and geographic features.

Objectives:

To explain the literal meanings of common Chinese place names.
To locate Chinese place names on a map of China.
To explain the significance of the origin of names for places within China.

Grade Level: 6-12

Time: one class period

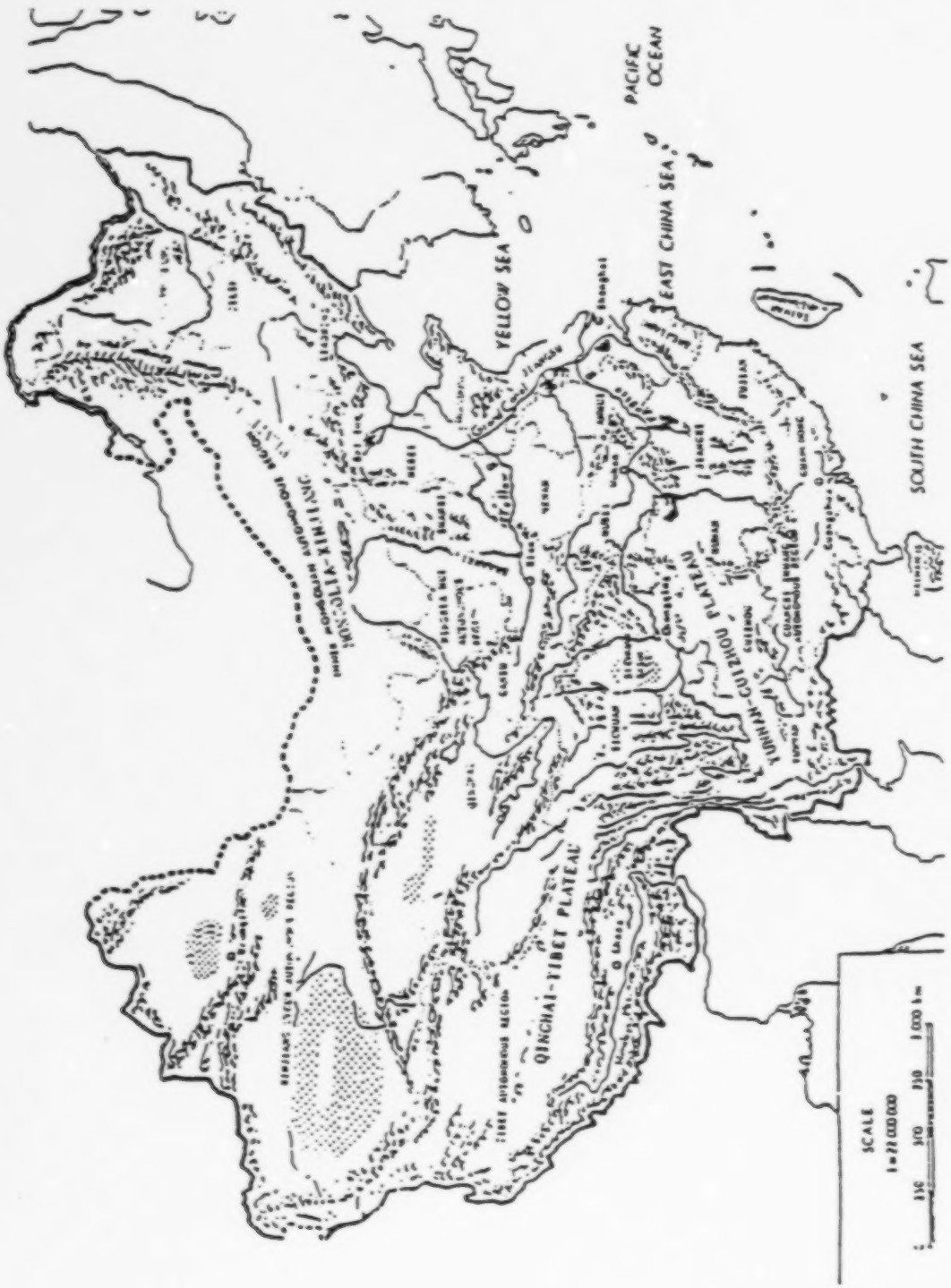
Materials: Handout #5, "Map of China"
Handout #6, "Chinese Place Names"

Procedure:

1. Pass out Handout #5 (or use any physical map of China) and have students list any things they can see about China from the map. Have them look for information that will say something about the way China looks, its geographic features, or why places are located where they are.
2. Tell students that they are going to find out more about the names of places inn China which will give them clues on why certain places have the names they do today.
3. Pass out Handout #6 to students. Using the translation of familiar Chinese words to English, have them translate as many place names from the map as they can.
4. Have students, working individually or in small groups, share their results with each other and let them see how many place names for which they found meanings.

John Benegar, et al, Changing Images of China (Grades 5-12), Center for Teaching International Relations, 1983 Revision. Reprinted with permission.

MAP of CHINA



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University of Denver

CHINESE PLACE NAMES
(Handout #6)

PINYIN	WADE-GILES	PHONETIC	MEANING
AN	AN	(AHN)	PEACEFUL
Zhe	Che	(juh)	bore
Qing	Ching	(ching)	bluegreen
Chong	Chung	(jung)	middle
Hai	Hai	(hi)	sea
Hei	Hei	(hey)	black
He	Ho	(hoe)	river, stream
Xia	Hsia	(she-an)	summer
Huang	Hwang	(hwahang)	yellow
Hui	Hwei	(way)	honor
Hu	Hu	(hoo)	lake
Gan	Kan	(gan)	pleasant
Jing	King	(jing)	capital
Jiang	Kiang	(jee-ong)	river, frontier
Guang	Kuang	(gwong)	wide, broad
Gui	Kwei	(gway)	honorable
Liao	Liao	(lee-ow)	distant, far
Ling	Ling	(ling)	range
Long	Lung	(loong)	dragon
Nan	Nan	(non)	south
Ning	Ning	(ning)	peace
Bei	Pei (pe)	(bay)	north
Bo	Po	(bow)	slope
Sha	Sha	(shah)	sand
Shan	Shan	(shahn)	mountain(s)
Shang	Shang	(shong)	on
Shaan	Shan	(shun)	pass
Xi	Si	(she)	west
Xin	Sin	(shin)	new
Su	Su	(sue)	respect

SAMPLE 5

TITLE: Changes in the Environment
LEVEL: K-3
TIME: 1 or more class periods

OBJECTIVES

- to observe and report changes in the immediate environment
- to recognize causes and consider consequences of change
- to imagine what they would like their surroundings to be like
- to use writing or drawings to describe changes they have seen or would like to see

MATERIALS

- teacher directions (attached)
- drawing paper (if desired)
- chalkboard (if desired)

PROCEDURE

1. Take a "field trip" to an area of the school ground where plant life is not doing well.
2. Observe and discuss the possible causes of the problem.
3. Have students draw or write about what they have seen.
4. In the classroom, discuss what improvement might be made.

* page number refers to the location of the matrix entry briefly describing the sample lesson

CHANGES IN THE ENVIRONMENT

Change
pp 25-28

(WRAC) PS #16

Short field trips around the school grounds and neighborhood provide countless opportunities for observing and analyzing changes in both the natural and built environment. In addition to sharpening observing and reporting skills, the students will be gaining experience in analyzing the causes and possible consequences of change. At the same time, they will be developing an awareness of human responsibility in altering the environment.

AREAS OF STUDY

Science (nature study)
Art (drawing, murals)
Language Arts (observing and reporting)

OBJECTIVES

Students should be able to:

1. observe and report changes in the immediate environment;
2. recognize causes and consider consequences of changes;
3. imagine what they would like their surroundings to be like;
4. use writing or drawings to describe changes they have seen or would like to see.

SUGGESTED TIME

Any number of class periods may be used, depending on teaching needs and a sense of the value of the activities for children.

TEACHING SUGGESTIONS

Activity 1: Exploring the School Grounds

This activity can be combined with various science lessons such as measuring air pollution, observing animal and plant life in the immediate environment, and seasonal changes.

A. Find an area of the school ground where plant life is not doing well. Weeds, trees, planted flowers, grass — any of these might be dying. Try to determine the reasons for this. Are the plants being crowded out by others? Are they failing to get sunlight or moisture? Is it merely the change of seasons? Are human activities involved — such as trampling the ground, littering, or spilling things?

From David C. King and Cathryn J. Long, "Changes in the Environment," Global Perspectives: A Humanistic Influence on the Curriculum Project, 1977. Reprinted with permission of Global Perspectives in Education, Inc.

Once you have established how much can be observed in a single spot, divide the class into two teams and send them to various places to make similar observations. They can take paper and crayons with them — either to draw what they have discovered or to describe it.

Back in the classroom, members of each group can describe what they observed, using their notes or drawings. They should also make guesses as to the reason for changes in plant life — why some are doing better than others or why all are doing poorly, etc.

B. Draw together experiences by considering what could be done to improve the school environment. Make a chalkboard list of changes the class would like to see — more trees, less litter, fewer cars, etc. Try to make another list of things the class could do to improve the school setting — from cleaning up to planting trees.

Art classes can be used in connection with this in a number of ways. Students may want to paint or draw pictures of their field trip experiences. Or, they might be encouraged to try before and after pictures — showing the school environment as it is now and how they would like to see it look.

Activity 2: Exploring the Neighborhood

Again, there are endless possibilities for exploring change in the neighborhood environment. A good focus would be changes created by humans. Ask students if they can remember changes that have taken place since they have lived in the neighborhood. Walk around the neighborhood noting changes that you can see (e.g., new street light, more buildings, less open space). Note any changes in the process of happening (e.g., construction site, newly planted garden).

Stories or murals can be developed telling about how the neighborhood or community has changed over time. Stories such as:

Dear Garbage Man, by Gene Zion, New York, Harper & Row, 1957
The Plant Sitter, by Gene Zion, New York, Harper & Row, 1959

can be utilized to help illustrate ways neighborhoods can be changed.

To end the lesson on an upbeat, encourage students to write, draw, or create a mural about some of the things being done to improve the appearance and health of their surroundings.

RESOURCES

Dozens of activity and field trip ideas are contained in:

Helen Ross Russell, Ten Minute Field Trips: A Teacher's Guide, Chicago: J.G. Ferguson Company, 1973.
Phyllis S. Busch, The Urban Environment: Grades K-3, Chicago: J.G. Ferguson Company, 1975.

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SAMPLE 6

TITLE: Development for What?
LEVEL: 7-8 (also 9-12)
TIME: 1 class period

OBJECTIVES

— to understand the meaning of "development"
— to compare developing African countries with our own

MATERIALS

— handout (attached)

PROCEDURE

1. Read or have class read "Development for what?"
2. Discuss the questions provided.

* page number refers to the location of the matrix entry briefly describing the sample lesson

DEVELOPMENT FOR WHAT?

(WAC) AF #21

"Dams? Factories? Skyscrapers? Jet airports? Large foreign loans which must be repaid? Large tracts of land owned by others to provide local agricultural employment? Development? What does that mean? Who benefits from those kinds of development?

"In my boyhood days in Malawi, I remember my mother and grandmother walking five to ten miles just for water. I've wanted to bring a better life to my people. Whatever developments others suggest, I will work during my life to bring water from mountains to villages.

"We should control our own lives and our own economy. Great progress can be made through small-scale projects. We already have the skills and technology to bring water to every village. Why import people at a high salary to build a dam or runway and then leave? Better to do things ourselves and to go slowly. Take the tea project, for example. Many small farmers have improved their situation by planting garden-size plots with tea plants. The entire family works. Carefully tended, hand-picked tea brings the highest prices. Tobacco has been similarly successful.

"Or consider the rice-growing project. We used to import the little rice Malawians ate. Then we studied the land and rainfall patterns ourselves. We decided we could grow our own rice right here. It was a small experiment at first. Now rice is being grown in many places. We have more to eat than ever before and some rice can even be exported.

"You say this is a tiny country. Nevertheless, we have room to expand. Yes, there are only 23 million acres in Malawi. But 13 million can be farmed. Only modest developments are needed. Roads and irrigation and drainage systems are needed. It is sometimes tempting to invite in the huge companies and giant equipment. They could do the projects quickly — and expensively. By plugging along at our own pace the jobs also get done. As we work, we learn. And more and more Malawians have employment. Still the World Bank calls us the world's poorest country. They count the money and divide by the number of people. By that definition we are indeed poor.

"But look around you. Is Malawi so bad? Do you see any human misery or starvation? No, of course not. Is anyone without a house to live in? We all have homes. And our families support us in old age. Everyone has a garden to provide food.

"This is our position: 'Our land is underutilized. Much has been badly used. We think that human willpower and technology can provide for us now. And when there are more Malawians in the future, they too can be provided for.' We know who we are and where we are headed. What do you think of these views?"

What do you think of these views?

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QUESTIONS TO CONSIDER

1. Where is Malawi?

2. How large is Malawi?
   a. How much land?
   b. How many people?
   c. How much money?
   d. How much production?

3. On these four points, how does Malawi compare with your own country?

4. What is the meaning of development?

5. What are your views on how best to develop?
   a. Labor — local or imported?
   b. Capital — local or imported?
   c. Decision-making — local or imported?
   d. Intensity — capital intensive or labor intensive?
   e. Investment — pay as you go or borrow?
   f. Speed — rapid development or slow development?

6. If Malawi is "like a mouse," what imagery would you use to represent other African nations — and your own?

7. What do you think of Malawi?

For further study of Malawi, see:

Fieldstaff Reports by James Hooker:
- The Unpopular Art of Survival
- Food Without Money
- Population Review 1970: Malawi
- Tradition and Traditional Courts
- The Businessman's Position
- Malawi's General Election
- A Note on Former British Central Africa

by Edwin S. Munger:
- President Kamazu Banada of Malawi
- Trading with the Devil

SAMPLE 7

TITLE: A Simple Chocolate Bar
LEVEL: 4-6
TIME: 1 to 2 class periods

OBJECTIVES

Students will:

— to describe how a candy bar illustrates the working of global systems
— to recognize that a breakdown in one part of a system affects other parts

MATERIALS

— teacher directions (attached)
— world map or globe

PROCEDURE

1. Form students into 7 groups.
2. Explain to students what goes into the production of a candy bar (or ask them to tell you).
3. For each item or process named, identify on a globe or map where it comes from or occurs.
4. Assign each group a portion of the process.
5. Discuss the way in which each group might be affected by a number of suggested events.
6. Clarify the key issues and concepts.

* page number refers to the location of the matrix entry briefly describing the sample lesson

LESSON 3: A SIMPLE CHOCOLATE BAR*

by David C. King, Staff Associate, Center for War/Peace Studies

This final sample lesson will broaden the students' understanding considerably by challenging them to think of systems on a global scale.

PERFORMANCE OBJECTIVES

Students will

1. describe how a candy bar illustrates the working of global systems.
2. recognize that a breakdown in one part of a system affects other parts.

PROCEDURE

Have the students sit in the same groups they formed for the previous lesson.

For this lesson, they will consider a very simple item: a candy bar.

Suppose we think of a small town where most of the people earn their living working in a candy factory (Hershey, Pennsylvania, is an obvious example). Appoint one group to represent the candy town.

Ask the class what goes into a candy bar. Besides sugar, chocolate and nuts, you might mention corn syrup and coconut.

For each of these items, identify on a world map or globe where it comes from. Thus:

- Chocolate comes from cacao seeds, cultivated, among other places, in central Africa. Appoint a second group to represent the Africans who grow and sell cacao seeds.
- Sugar might come from a Caribbean island — Group 3.
- Coconut from the South Pacific — Group 4.
- Corn syrup from the corn fields of Iowa — Group 5.
- Nuts from Brazil — Group 6.

In addition, the candy needs a paper wrapper, which might involve a lumber company in the Pacific Northwest (Group 7).

Make sure that the children are well aware of the wide geographical distribution of each of these. Then, with each of the following events, ask the students how their groups might be affected:

- A drought in the Midwest damages the corn crop, making corn syrup hard to get.

- A good advertising campaign on television makes many more people want to buy this particular brand of candy bar.
- A tropical storm destroys the plantations that sold their coconuts to the factory.
- A revolution in a Caribbean island cuts off an important supply of sugar.
- War in central Africa involves the cacao regions.
- The workers in the candy factory go on strike for higher wages.

It is important that the children not be overwhelmed by the potential catastrophes. Make sure that they see that none of the negative events will necessarily wipe out the candy bar industry. But these calamities would make things difficult for everybody involved. And that's the key concept: that even in a simple thing like a candy bar, we are mutually dependent on people scattered all over the world and events that we might not even be aware of.

Adapted from So You Want to Teach About Interdependence (Elementary) by David C. King, Center for War/Peace Studies, 1973. Later reprinted in David C. King and Cathryn J. Long, Global Perspectives: A Humanistic Influence on the Curriculum Project, 1977. Reprinted with permission of Global Perspectives in Education, Inc.

Note that a classroom poster of "A Simple Chocolate Bar" is available.

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SAMPLE 8

TITLE: Teaching About Universals of Culture, Introductory Suggestions
LEVEL: K-12
TIME: 1-2 class periods

Developed by Arthur Chapman, Tamalpais Union High School District

INTRODUCTION

Students and teachers have a strong tendency to focus on the differences among the world's people. Cultural diversity is important, but a study of common themes in human life is also important if students are to develop a balanced viewpoint. The "universals" approach to a study of culture places emphasis on cultural commonalities. The universals are defined as functions which a culture serves and which exist in some form in every culture. This introductory unit is based on the expectation that this approach will be introduced to students in the primary grades and that further study will take place at every level.

OBJECTIVES

- to learn to identify themes or topics that are cross-cultural in nature (material culture, arts, play, recreation, language and non-verbal communication, social organization, social control, conflict and warfare, economic organization, education, and world view)
- to understand that all human cultures possess the same basic elements although the form of the "universal" may differ widely both within a culture as well as between or among cultures
- to analyze every culture with the same "universals of culture" framework

MATERIALS

- "A Model for Studying World Cultures," World Cultures Theme Guide, Bay Area Global Education Program, (BAGEP)
- "Cultural Values: Personal Possessions," lesson in Intercom #104
- "Body Ritual Among the Nacirema," from Intercom #92/93 and #104

* page number refers to the location of the matrix entry briefly describing the sample lesson

PROCEDURE

1. For introductory activities on identifying cultural universals, refer to Lesson 4 (Intercom #104) entitled "Cultural Values: Personal Possessions." Primary students, as well as upper elementary and secondary students, are asked to: identify their own favorite possession; hypothesize about social values behind their choice; recognize possessions in photographs; and, finally, interview older and younger people about their favorite possessions. How do cultural values shape students' choices? Did children in the past or in other countries share the same favorites? Artifacts from other cultures are useful for comparisons (see 6.2.4).

2. For upper elementary and secondary students, Activity 1 (Intercom #92/93) entitled "Body Ritual among the Nacirema," and other activities on tastes, food, clothes, and tools will introduce the concept of material culture — that part of human culture which is visible and tangible and serves a specific function in a specific culture. The lesson itself asks students to unknowingly analyze customs of an exotic people, which in reality is based upon U.S. practices, in order to break down ethnocentric views of other cultures. Subsequent lessons teach universal elements in: The Arts, Play, Recreation; Language and Nonverbal Communication; Social Organization; Social Control; Conflict and Warfare; Economic Organization; Education; and World View.

3. For further ideas, the following materials may be useful:

Bragaw, Donald, Helene Loew, and Judith Wooster (eds.), "Moving Toward A Global Perspective: Social Studies and Second Languages," Intercom #104 (September 1983), Global Perspectives in Education, pp. 16-26 (Planning Around Cultural Universals).

Cleaveland, Alice Ann, Jean Craven, and Maryanne Danfelser, "Universals of Culture," Intercom #92/93 (May 1979), Global Perspectives in Education, Inc.

Condon, John C. and Fathi S. Yousef, An Introduction to Intercultural Communication, Indianapolis, IN Bobbs-Merrill Ed. Publisning Company, 1979.

Smith, Gary R. and George G. Otero. Teaching About Cultural Awareness, University of Denver: Center for Teaching International Relations, 1981.

SAMPLE 9

TITLE: Another Point of View
LEVEL: 4-6 (also K-3)
TIME: 1 class period

OBJECTIVES

— to write a fictional story
— to take an alternative point of view

MATERIALS

— handout (attached)
— extra writing paper

PROCEDURE

1. Distribute the worksheet.
2. Discuss the introductory comments and questions.
3. Have the students write the story of "The Three Little Pigs" from the wolf's perspective.
4. Share and discuss some of the stories.

* page number refers to the location of the matrix entry briefly describing the sample lesson

ANOTHER POINT OF VIEW

Do you remember the story about the three little pigs? In that story, the wolf is pictured as a mean and evil character but no one has ever told the story from the wolf's point of view. Imagine that you are the wolf in this story. Retell the story in a way that will let the reader understand how it feels to be the big bad wolf. A few lines are written to help you get started. Use the back of this page if you need more space.

THE THREE LITTLE PIGS
by I.M.A. Wolf

It's not easy being a big bad wolf. I don't have very many friends, and everybody runs away when they see me coming.

From New Directions in Creativity: Mark 3, by Joseph S. Renzulli and Carolyn M. Callahan. Harper & Row, 1973.

SAMPLE 10

TITLE: How Do Others See Us?
The Latin American Perspective
LEVEL: 7-8 (also 9-12)
TIME: 3 class periods

OBJECTIVES

-- to learn to perceive one's world through the eyes of others
-- to understand the factors operating in trans-cultural image formation
-- to identify the dangers of stereotyping and over-generalizing
-- to learn the history of the images Latin Americans have of Americans

MATERIALS

-- Handout "How Do Others See Us?," a model of image formation (attached)
-- Large chart like the sample "Sources of Images" (attached)
-- Filmstrip, "Latin America and the U.S.A." from the Multimedia Productions, Inc. series entitled Latin America Today, Part II (WAC)

PROCEDURE

1. Using the conceptual model as a framework for class discussion, class brainstorms answers for the questions: How do Latin Americans perceive us? How do we perceive Latin Americans?
2. Break into small groups to refine, discuss, and record conclusions.
3. Each group shares its report with the class.
4. As a class, students develop a grid (sample provided) on sources of cultural images. Each student selects a day and a source to investigate.
5. As data is collected, daily reports are made and discussed.

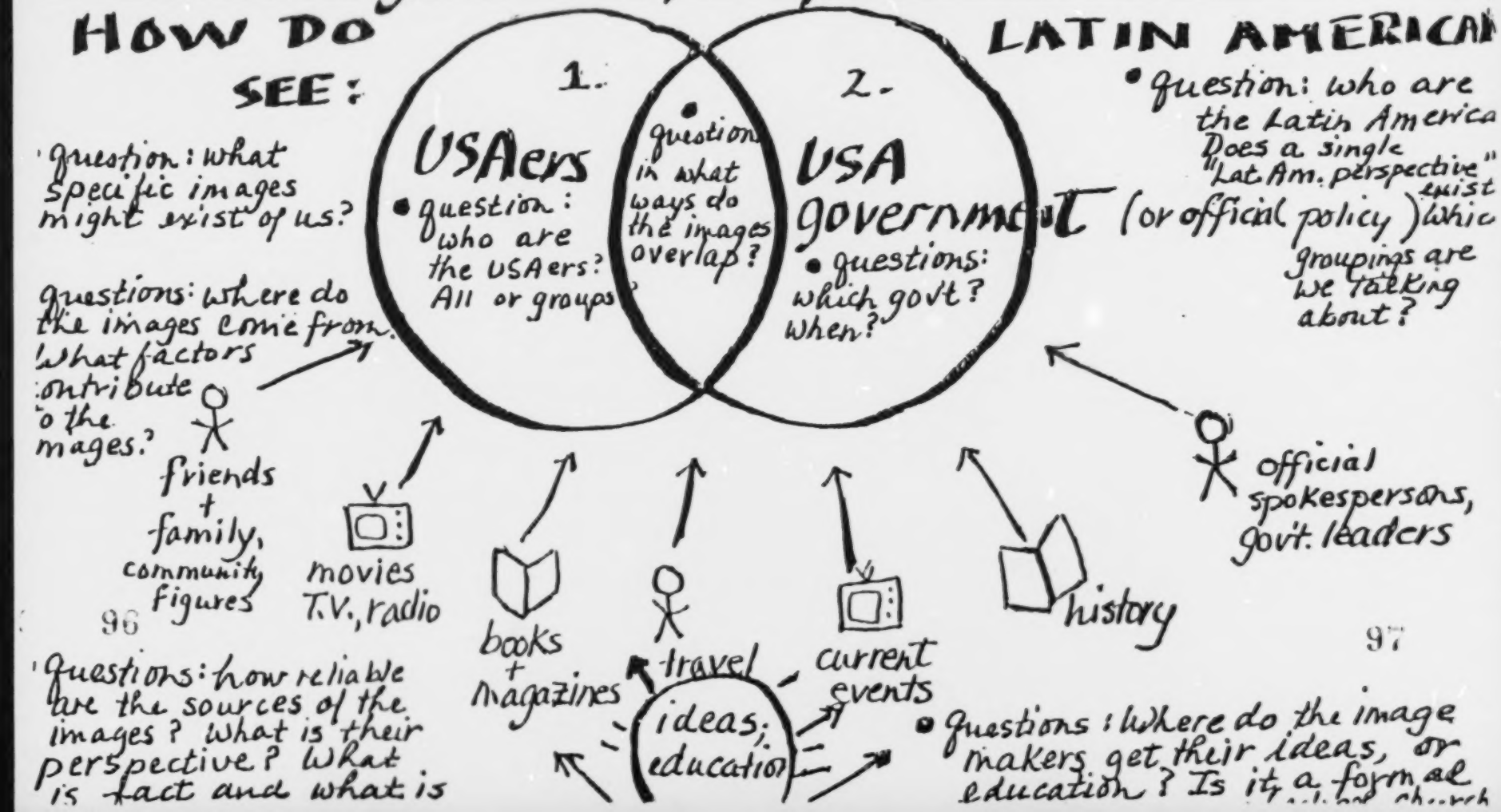
INTRODUCTION

In schools the question "How do we perceive other cultures?" should be accompanied by the mirror question of "How do others perceive us?" In order for students to remove "cultural blinders," it is important to examine both questions. Based upon available data, students express images which have been formed by television, newspapers, or firsthand (or secondhand) experience. In the process, students drop cultural biases and examine their society and the image it projects to other cultures. The multiple factors which are involved in image formation between countries and peoples should be identified in the specific historical and contemporary contexts of Latin America-U.S.A. interactions.

* page number refers to the location of the matrix entry briefly describing the sample lesson

How do others see us?

What might Latin Americans think of USAers?
On what might their perceptions be based?


HOW DO
SEE:
LATIN AMERICAN
1.
2.
USAers
• question: who are the USAers? All or groups?
• question: in what ways do the images overlap?
USA government
• questions: which govt? when?
• question: what specific images might exist of us?
• question: who are the Latin America Does a single "Lat. Am. perspective" exist (or official policy) whic groupings are we talking about?
questions: where do the images come from. What factors contribute to the mages?
friends + family, community figures
movies T.V., radio
books + magazines
travel
ideas; education
current events
history
official spokespersons, govt. leaders
questions: how reliable are the sources of the images? What is their perspective? What is fact and what is
• questions: where do the image makers get their ideas, or education? Is it a formal

Sources of Images of USAers	M	T	W	Th	F	S	S
USA-made movies							
TV shows							
TV commercials							
TV news							
newspapers							
magazines							
popular books							
comic books							
popular music							
school books and lessons							
family, friends, personal contact							

SAMPLE 11

TITLE: People Are Just People
LEVEL: 7-8
TIME: 1 class period

OBJECTIVES

— to distinguish universal human behaviors from behaviors learned from society
— to generate examples of universal behaviors and learned behaviors

MATERIALS

— handout (attached)

PROCEDURE

1. Distribute handout; discuss and clarify directions.
2. Have students fill out the handout.
3. Review and discuss student answers, concentrating upon the open questions at the end.

Note: This activity would work well in groups. Each group would have one handout and would be assigned to discuss the questions, determine and record a group answer to each, and share the results with the class in a concluding general discussion.

* page number refers to the location of the matrix entry briefly describing the sample lesson

PEOPLE ARE JUST PEOPLE

There are some activities which all human beings do just because they are human beings. These activities are called innate or inborn. Most human behavior, however, is learned from one's parents, friends, family, that is, from the society. Write a U next to all behavior which seems universal to all human beings and write an S next to all behavior which appears to be learned from society.

_____ 1. Little Victor Chang fell from the tree, broke his arm, and cut himself on the branches. He was in considerable pain and began to cry.

_____ 2. When Mary White entered the room, Tom Jensen stood up to greet her and shook her hand. Barbara Jensen remained seated but also shook hands with Mary.

_____ 3. When Santa asked the children what they wanted for Christmas, Steven replied "a fire engine, a train, some soldiers, and a toy astronaut." His sister, Sharon, asked for a doll.

_____ 4. When Sati Khanna visited the United States, he was quite sickened by the sight and smell of the steak that was set before him. He pushed the plate away and turned to the vegetables.

_____ 5. Frank Aoyama had been awake for 48 hours. He was so tired he put his head down and was instantly asleep.

_____ 6. Dan Williams joined the American Nazi Party because he hated all Jews, Blacks, Catholics, and every other minority group in the country.

_____ 7. When Antonio Gutierrez goes to Mass every Sunday, he kneels down to say a prayer, sings the songs from his hymnal and takes holy communion.

_____ 8. Karen Davis came in shivering from the bitter cold and warmed herself by the fire.

What things are universal to all people?

What things are not?

Make up some of your own examples for each.

SAMPLE 12

TITLE: Attitude Index
LEVEL: 7-8 (also K-3, 4-6, 9-12)
TIME: 1 class period

MATERIALS

— handout (attached)

OBJECTIVES

— to compare and contrast Americans with other people in the world
— to understand the similarities and differences between people

PROCEDURE

1. Depending upon grade level, use the handout to have students answer and discuss the questions provided in either an oral or written assignment, as a class or in groups.

* page number refers to the location of the matrix entry briefly describing the sample lesson

ATTITUDE INDEX

Answer the questions below. There are no right or wrong answers. What is important is your thoughtful opinion.

1. Who are you beyond your name?

2. Who else are you?

3. Anything else?

4. What peoples from other countries are <u>like</u> you or <u>similar</u> to you?

5. What peoples from other countries are not <u>like</u> you or are <u>different</u> from you?

6. In what way are the people you mentioned in your answer to question 4 <u>like</u> you or <u>similar</u> to you? Do you like these people? Why or why not?

Adapted from Appendix A in <u>Children's Views of Foreign Peoples: A Cross-National Study</u> by Wallace E. Lambert and Otto Klineberg. Copyright 1967 by Meredith Publisning Company. Used by permission of the publishers, Irvington Publishers, Inc. Copyright 1977, by The Trustees of Indiana University. Used by permission of Indiana University.

7. In what way are the people you mentioned first in your answer to question 5 not like you or different from you? Do you like those people? Why or why not?

8. What are Americans like?

9. What makes you think of yourself as an American?

10. If you were not an American, what would you most like to be? Why?

What would you least like to be? Why?

SUPPLEMENTAL RESOURCES

for

World Cultures Theme Guide

I. Global Perspectives in Education, Inc. (GPE)

GPE publishes a periodic source book for new curriculum materials and ideas called Intercom. Some past editions of Intercom have dealt specifically with cultural universals, such as the issues mentioned below. GPE's New York office also sponsors an information exchange network entitled ACCESS. Contact GPE for details on either publication. (Address is on page 10.)

Intercom #92/93 (May 1979), "Universals of Culture," by Alice Ann Cleaveland, Jean Craven, and Maryanne Danfelser. "This handbook offers an approach to the study of cultures using conceptual tools which we call 'universals of culture'. These 'universals' are functions which culture serves and which are found in some form in every culture on earth. The following categories make up our list of the universals of culture: Material Culture; The Arts, Play, and Recreation; Language and Nonverbal Communication; Social Organization; Social Control; Conflict and Warfare; Economic Organization; Education; and, World View." (page 8)

Intercom #104 (September 1983), "Moving Toward a Global Perspective: Social Studies and Second Languages," by Donald Bragaw, Helene Loew, and Judith Wooster (eds.), see especially chapter 3 (Planning Around Cultural Universals), which includes lessons regarding values, communication and folklore.

Note: See pages 64-65 of this theme guide for further bibliographic resources and a SAMPLE LESSON on cultural universals.

II. Stanford Program on International and Cross-Cultural Education (SPICE)

The following is a list of SPICE (Stanford Program on International and Cross-Cultural Education) units of direct relevance to various goals of the World Cultures Theme Guide. They are activity-oriented guides for the classroom, which provide everything an instructor might need on a particular topic. SPICE teaching units are intended to be an additional resource to those already listed in the matrices. They are available for free loan from the School Program Resource Center of the World Affairs Council. Contact SPICE directly for purchase (see address on page 10).

GOAL: #1 To begin to understand that cultures are complex and are made up of many components (values, behavior, habitat, aesthetics, etc.).

China

The Rabbit in the Moon: Folktales from China and Japan, (K-6). This unit is a cross-cultural investigation of Chinese and Japanese folktales. It includes eight stories, activities designed to spur student interest in China and Japan, two optional slide shows, and a choral reading. The concluding exercise involves students in creating their own folktale.

Demystifying the Chinese Language, (4-12). The primary objective of this unit is to remove the feeling of strangeness people often experience in their first encounter with the Chinese written language. The introductory exercise involves students in an investigation of the origins of written communication. Discovery exercises provide students with opportunities to explore the development of the Chinese pictographic/ideographic script, and to decipher sample characters in isolation and in the context of a story. Concluding exercises present issues in dialect variations and language reform.

Chinese Calligraphy, (7-12). This unit introduces students to the ancient art of calligrapny through step-by-step instructions in writing simple Chinese characters. Students presented with an opportunity to write Chinese characters will soon learn to recognize the components of completed characters while increasing their appreciation of an important Chinese art form.

Japan

The Haiku Moment: Seeing the World in a Grain of Sand, (3-6 and 7-12). An introduction to the world of haiku, plus in-class writing activities. Nature slides and cassette tape of haiku and Japanese music complete this unit.

Introduction to Japanese: Hiragana, (3-6 and 7-12). An introduction to the Japanese writing syllabary and to the basic sounds of the Japanese language. Includes pronunciation tape.

Latin America

Latin American Visual Art Today, (6-12). Six universal themes which are found in contemporary urban art around the world are presented to students through visual literacy activities featuring paintings and sculpture by 21 Latin American artists of the 20th century.

GOAL: #2 To recognize the part that geographic setting and history play in shaping a culture.

China

Demystifying the Chinese Language, (4-12).

Contemporary Family Life in Rural China, (6-8). This four-part unit is based on 66 slides of a rural family in the southern Chinese province of Guangdong. The four integrated parts include: 1) introduction to Starwood village; 2) the grandmother's role; 3) parental roles; 4) socialization of the children. A wide variety of suggested activities and worksheets accompany the unit.

Debriefing "Starpower" on China (Revised Edition), (7-12). This unit offers guidelines for debriefing the simulation game "Starpower" in a manner that clearly makes an analogy to the pre-revolutionary situation in China. The game itself is available from Simile II.

Japan

Castle Towns, An Introduction to Tokugawa Japan, (7-12). Slides, supporting materials, and student activities make up this historical survey of Japanese castles and the towns that grew up around them. The unit may be used to accompany use of Shogun and to provide a comparative dimension to a study of European feudalism.

Japan Meets the West: A Case Study of Perceptions, (7-12; elementary adaptation available). Japan's early contact with the West is the subject of a case study of cultural perception. The unit includes a slide show of Japanese artists' impressions of foreigners from the 16th through the 19th centuries, primary source readings regarding Westerners' impressions of the Japanese, and classroom activities which examine contemporary mutual images held by Japanese and Americans. Note: this unit is also distributed by the Center for Teaching International Relations (CTIR, University of Denver).

Shogun: A Guide for Classroom Use, (7-12). The unit has been designed to accompany either the novel, Shogun, or the television mini-series of the same name. In addition to the synopses of episodes from the TV version, a glossary of Japanese terms, a comparative chronology (1400-1650 A.D.), and a bibliography, the guide includes an introductory essay and three classroom activities which may be used independently of the mini-series.

Latin America

Scarcity and Survival in El Salvador, (6-12). Students test misconceptions about El Salvador with social and economic historical realities by interviewing Prof. William Durham, Department of Anthropology, Stanford University, through his slides. Geography and social science skill-building activities are a key component of the unit, as are critical thinking skills in an analysis of U.S. media coverage of events in Central America.

GOAL: #3 To understand that change is natural and ongoing and that people are affected in different ways because of their value systems.

China

All in the Family: China Old and New, (7-12). In this unit, students investigate the ideals underlying family relations in both traditional and modern China. Students are first asked to identify and compare the principles on which traditional and modern family relationships are based. Then they are encouraged to utilize perceptive and analytical skills in creating stories to accompany several slides depicting family relationships.

Contemporary Family Life in Rural China, (6-8).

Education in the People's Republic of China, (7-12). This unit, based on 23 slides, involves students in an investigation of the role of education in a society. Students investigate issues of historical and current importance in the People's Republic of China and make comparisons with educational issues in their own country. Various activities accompany this unit, including an educational policy-making exercise.

Japan

Growing Up Japanese, (6-12). Activities and supporting materials centered on the film, "Growing Up Japanese," designed to introduce contemporary Japan in a comparative way.

Japan, an Interdependent Nation, (7-12). A film guide for use with the 1980 film of the same name. Individual lessons on vocabulary-building, data collection, graph reading, and a student worksheet aid in comprehension of the film. Emphasis is on making U.S.-Japan comparisons.

Latin America

Contrasting Urban Lifestyles in Brazil, (6-12, some activities for K-5). Brazil, like most of Latin America, has become an urban culture with diverse urban lifestyles. This unit examines geographical and historical causes of urban culture and looks beyond these to understand the basic unity of Brazilian culture. Students discuss slides on urban contrasts as well as unifying elements of Brazilian culture: respect for family life; education; recreation; religion; and the positive role played by racial intermingling in Brazil.

GOAL: #4 To understand the interdependence of people, groups, and nations.

China

Broken Squares, Revised Edition, (K-12). This game involves students in an experiential investigation of the concept of cooperation. The ensuing discussion is highly applicable to many Chinese institutions — communes, schools, and the political system.

Japan

Japan, an Interdependent Nation, (7-12).

Latin America

Coffee Connections: U.S. and Latin America, (6-12). The interdependent relationship of consumer and producer nations is demonstrated by an analysis of the world coffee industry and the international commodity agreements which regulate the flow of coffee from producers to consumers. Students simulate the decision-making process of a farmer in Brazil who has to decide whether to grow coffee for international markets or food crops for domestic consumption. Slides and discussion of large and small entrepreneurs in the San Francisco Bay Area who depend upon Brazilian coffee involve students in the realities of the U.S. coffee industry. (unit-in-progress)

GOAL: #5 To develop an awareness of how perspectives differ among individuals and between groups.

China

Heelotia: A Cross-Cultural Simulation Game, (7-12). Heelotia is an excellent preliminary exercise to the study of other cultures. Through this simulated

cultural exchange, students gain firsthand experience in the formulation of stereotypes and perceptions/misperceptions. Students are divided into two "cultures." After becoming comfortable in their own culture, students participate in an exchange with the other society, conducting an investigation of each other's values, rules, behavior, etc. This simulation also serves as an excellent exercise in personal decision-making.

Misunderstanding China, Revised Edition, (9-12). This unit was primarily designed to be used in conjunction with the 1972 CBS documentary film "Misunderstanding China," which examines the history of American attitudes toward China and the Chinese, using old film clips, newsreels, etc. This film is highly recommended for use as an introduction to China and/or in the exploration of stereotypes. The introductory exercise presented in the unit can be used apart from viewing the film.

Japan

Japan Meets the West: A Case Study of Perceptions, (7-12; elementary adaptation available).

Latin America

Two Visions of the Conquest, (6-12). Students contrast Spanish art at the time of the conquest of Mexico with paintings done by Aztec artists of the Spaniards who invaded their empire. Art and literature reveal the opposing perspectives of two cultures which came into conflict. Students consider the question: How is history written?

GOAL: #6 To recognize the importance of individual and cultural differences within the context of certain cultural universals.

China

The Rabbit in the Moon: Folktales from China and Japan, (K-6).

All in the Family: China Old and New, (7-12).

Education in the People's Republic of China, (6-8).

Japan

The Rabbit in the Moon: Folktales from China and Japan, (K-6).

At the Foot of Mt. Fuji: The Life of a Japanese Child, (K-6). As a film guide, this unit provides support materials and classroom activities for the film, "At the Foot of Mt. Fuji." Activities are designed to introduce contemporary Japanese life to young audiences. They range from an exercise in U.S.-Japan trade to ideas for pen pal exchange. The unit also includes related cultural notes for the teacher on such subjects as education and family life.

Japanese Radio Exercises, (all). Simple stretches and warm-up exercises many Japanese use as breaks throughout their day. The unit includes a manual and cassette tape.

Growing Up Japanese, (6-12).

Japan Meets the West: A Case Study of Perceptions, (7-12; elementary adaptation available).

Their Place in the Sun: Images of Japanese Women, (7-12). An examination of women's varied roles in Japan. The unit compares women in the work force in Japan and in the U.S. Also deals with media images and students' impressions of Japanese women today.

Latin America

Rio Blanco: Land Use in a Highland Guatemalan Village, (6-12). A series of twenty-eight slides takes students to a highland Guatemalan village, Rio Blanco, a mestizo community of 500 inhabitants. Students map the village and discover common elements of communities all over the world — stores, schools, churches, clinic, sports field, as well as the small plots typical of highland Guatemalan agriculture. Students explore such concepts as land distribution, small-scale farming, and rural-urban migration.

III. World Affairs Council of Northern California

The main RESOURCE BANK for the Bay Area Global Education Program (BAGEP) is located at the World Affairs Council Schools Program (see page 10 for address). The Schools Program has an extensive file of lesson plans and numerous reference books on a variety of cultures (including those not covered by SPICE), as well as several international issues. See the various numbers listed under 'WAC' in the RESOURCES column of the matrices (pages 15-38) for examples of available lessons.